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ABSTRACT

This guide is designed to deal systematically with the problems of career guidance, counseling and placement and suggest solutions. It provides assistance to State and local leaders in guide development and implementation. Chapter 1 defines career guidance, counseling and placement and examines the need for making career guidance, counseling and placement a mainstream and integral part of the total educational process. Chapter 2 describes a model for career guidance, counseling and placement based on a life career development perspective. This model provides a conceptual basis from which to develop a comprehensive, developmental program. Chapter 3 describes how a model can be translated from need statements (concepts) into goals, objectives and activities. Chapter 4 outlines how concepts, goals and objectives can be organized and displayed to represent a comprehensive developmental career guidance, counseling and placement program. Chapter 5 focuses on evaluation-based procedures to be considered when establishing a program. Two appendixes, 95 pages, contain examples of concepts, goals, objectives, activities and selected resources. (Author/HW)

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Career Guidance, Counseling and Placement Elements of an Illustrative Program Guide

A Life Career Development Perspective

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Career Guidance, Counseling and Placement

Elements of an Illustrative Program Guide

A Life Career Development Perspective

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Introduction

Developing and implementing a guide for career guidance, counseling and placement is complex and difficult. The Guide that unfolds in the following pages is designed to deal in a systematic way with the complexities of the problems and to suggest ways of overcoming the difficulties involved. The Guide is not intended to be complete and comprehensive. Rather, it is designed to be illustrative, to be expanded and elaborated upon as needed. The suggestions offered in this Guide are provided to assist State and local leaders to carry out their tasks of State and local guide development and implementation. The specifics of each State's unique population and situation characteristics will shape these suggestions appropriately.

The Guide is divided into a number of chapters, the contents of which State and local leaders may wish to consider when developing and/or modifying their own State or local guide. Each chapter contains a brief single spaced introduction explaining the need for that chapter and offering suggested guidelines for chapter content and design. Following the brief introduction is the main body of the chapter illustrating a way of implementing those guidelines.

Chapter 1 is entitled "Rationale and Perspective." It defines career guidance, counseling and placement and examines the need for making career guidance, counseling and placement a mainstream and integral part of the total educational process. Chapter 2 describes a model for career guidance, counseling and placement based on a life career development perspective. The model provides a conceptual basis from which to develop a comprehensive, developmental program. Chapter 3 describes how a model can be translated from need statements (concepts) into goals, objectives and activities.

Chapter 4 outlines how concepts, goals and objectives can be organized and displayed to represent a comprehensive developmental career guidance, counseling and placement program. Chapter 5 focuses on evaluation-based procedures to be considered when developing, installing and maintaining a program. Additional material is provided in two appendices. Appendix A contains examples of concepts, goals and objectives and Appendix B contains examples of activities and selected resources.

The Guide in its present form evolved through several stages of development. The Project's National Steering Committee and other selected consultants reviewed elements of an early draft in May 1973. Based on their comments and suggestions, a working draft was prepared and distributed to the Project's State contact persons in August 1973. Comments and suggestions for improvement were requested, received and incorporated into the present draft of the Guide.

Chapter 1

Career Guidance, Counseling and Placement

Rationale and Perspective

This chapter is an important component in a guide because it establishes the need and logical basis for the program. The content of the rationale can be drawn from statements of individual and societal need--statements which can be collected by surveying students, teachers, counselors, parents, administrators and community personnel or from expert opinion found in the literature. The rationale should be brief and to the point.

Since World War II the structures and values of society have undergone substantial changes. The world of work in particular has undergone dramatic changes both structurally and occupationally. Industrial and business structures have become highly complex and occupational specialization is increasing. Concurrently, urbanization, a mobile population and the emergence of a variety of groups and movements asking for recognition, particularly during the 1960's, have brought about extensive psychological, sociological and economic changes.

New Conceptualization Needed

To meet the educational challenges these and other changes represent to individuals and society, the educational community must seek to improve and extend current educational programs. This is true particularly for career guidance, counseling and placement programs. To meet current and future

challenges, career guidance, counseling and placement must be developed and implemented in a manner commensurate with other major educational programs. Career guidance, counseling and placement must be seen as equal and complementary with curriculum and instruction and with the concern for the intellectual development of individuals.

To accomplish this will require a reconceptualization of guidance--from an ancillary, crises-oriented, process-centered only conception, to a comprehensive developmental conception based on personal and societal needs organized programmatically around person-centered goals and activities designed to meet those needs. The traditional formulations of guidance--the six guidance services (orientation, information, assessment, counseling, placement and follow-up) and the three aspects of guidance (educational, personal-social and vocational) no longer are adequate. Presently guidance services, often cast as ancillary, are seen as being simply supportive to curriculum and instruction, not as equal and complementary. The three aspects view of guidance has resulted frequently in fragmented and event oriented activities, and, in some instances, the development of separate kinds of programs and counselors. Educational guidance is stressed by academic/college personnel, personal-social guidance becomes the territory of mental health workers and vocational guidance becomes the focus of manpower/labor economists.

Developmental Perspective

The developmental perspective for guidance does not eliminate or de-emphasize the important processes stressed in the services approach. Rather, it places these processes in the perspective of a developmental program where

the primary focus is on individual and societal needs and outcomes as well as on the guidance processes needed to meet these needs and outcomes. At the same time, the developmental perspective does not deemphasize the importance of working with specific educational and occupational concerns at specific points during an individual's life. Nor is it less responsive to the personal-social needs of individuals. Instead, the developmental perspective places these concerns in the context of total human development so that they can be better understood. This perspective recognizes that there are guidance related understandings and skills which all individuals need as they grow and develop.

Finally, the developmental perspective for guidance focuses on positive human growth and development. That is why the word career is used in career guidance, counseling and placement. The word career focuses on all dimensions of life, not as separate entities, but as interrelated parts of the whole person.

> The concept of career encompasses a variety of possible patterns of personal choice related to each individual's total life style. The content of Comprehensive Guidance System programs assists youth to set life or "career" goals in these areas:
> 1. occupations
> 2. education
> 3. personal and social behavior
> 4. learning-how-to-learn
> 5. social responsibility (i.e. citizenship)
> 6. leisure time activities
> (Jones, Hamilton, et. al., 1972).

Super (1971) has suggested an equally broad definition of the career concept.

> ...a sequence of positions occupied by a person as he progresses through life. Occupying a position involves meeting the role expectations that are associated in the mind of the occupant and in the minds of those whom he encounters, with that position. The major positions occupied by adolescents and adults are those of

family member, student and worker. Facilitating career development means facilitating the playing of the familial, educational, and occupational roles.

Developmental Emphases

Career guidance, counseling and placement is an educational program responsible for assisting individuals in the development of self knowledge and interpersonal skills, life career planning and placement competencies and knowledge and understanding of life roles, settings and events, specifically including those associated with the worlds of education, work and leisure. It also is designed to help individuals understand and relate the meaning of basic studies and specific occupational preparation to their present and future lives.

The first part of this description of career guidance, counseling and placement places emphasis on the individual; "an educational program responsible for assisting individuals..." In the past, children sometimes were viewed as empty vessels to be filled, sponges ready to soak up teachers' knowledge. The industrial revolution had a substantial impact on educational programs and practices. The school itself became the factory, the child's mind the raw material, and the teachers the workers. "Young people passing through this educational machine emerged into adult society whose structure of jobs, roles and institutions resembled that of the school itself" (Toffler, 1970, p. 401). The schools, then, fit the needs of the time.

Today, individuals face de-personalization in many facets of their lives as bureaucracies and impersonal relations are commonplace. Individuals often feel powerless in the face of masses of people, mass communication and mass everything else and need help in dealing with these feelings.

Individuals, their feelings of control over their environment and their own destiny and their relations with others and institutions are of primary importance in career guidance, counseling and placement efforts. Individuals must be viewed as totalities, as individuals. "In recent years the school has played an increasingly important role in aiding children to cope with some of their needs. This stems in part from the developing awareness of educators that the child's mind cannot be disassociated from the rest of his total person and personality" (Nelson, 1972, p. 5). Individual development can best be facilitated by career guidance, counseling and placement intervention strategies that begin in the early years and continue to be available throughout the lives of individuals.

This means that a major emphasis in career guidance, counseling and placement programs should be assisting individuals in the development of self knowledge and interpersonal skills. Formerly, individuals were brought up in a fairly stable society in which their roles were defined and relationships with others were constant. Now they face an increasingly mobile society in which relationships with both people and things are becoming less and less enduring. Society is characterized by transience and impermanence. Traditional beliefs and ways of doing things no longer seem sufficient in coping with the environmental demands. As a result, many individuals today have problems defining their roles; thus, the quests for answers to "Who am I?" and "Where do I fit in?" Curriculum-involved efforts in career guidance, counseling and placement can help fill these needs by focusing "especially upon the individual as a self, his self-understanding of others in relation to himself" (Nelson, 1972, p. 7). Career guidance, counseling and placement activities can aid individuals in seeing themselves, defining their abilities

and limitations and interacting with others.

Increasing societal complexity not only affects interpersonal relationships and feelings of individuality, but also other life roles, settings and events, specifically including those associated with the worlds of education, work and leisure. Changes resulting from advances in technology are perhaps most apparent as they affect the world of work. No longer are individuals well acquainted with the occupations of family and community members or their contributive roles to the common good of the society. Parents' occupations are removed from the home and often from the immediate neighborhood. "In a 1963 study of 1,000 Chicago male subjects, Duncan and Hodge found only a 10% incidence of son's entering their father's occupations. For the majority, there is increased responsibility for personal decision-making concerning vocational plans at a time when options have become numerous and puzzling and when youth have less acquaintances than did his forebears with some essential elements of choice" (Borow, 1973, p. 351). To make informed decisions, individuals need more and better knowledge of the educational, work and leisure worlds. With increasing job specialization, they need closer ties with the world of work and knowledge of the wide variety of occupations and related educational opportunities available.

Individuals also need help in developing decision-making skills (Prediger, Roth and Noeth, 1973). As individuals' options increase, they need to know how to marshall and evaluate needed information and resources to make informed decisions. This means they will need to become aware of and understand their own values. In a changing and pluralistic society, value systems are no longer passed along intact from one generation to the next. Increasingly, individuals are left to their own resources to find the

values that will direct and give meaning to their lives. They need help in developing "life career planning and placement competencies" to meet their needs, understand their values, and to aid them in educational and occupational placement.

Within this framework, career guidance, counseling and placement serves "to help individuals and relate the meaning of basic learning skills and occupational preparation in their present lives." Much of the disaffection of youth with education stems from the feeling that what they are doing in school is not relevant to their lives. It is, then, a guidance function to seek to create relevance in the schools and to show individuals how the knowledge, understandings and skills they are obtaining and the courses they are taking will help them as they progress through their life career.

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Chapter 2

Career Guidance, Counseling and Placement

A Model Description

States faced with the problem of producing a model to represent their approach to career guidance, counseling and placement have three alternatives. They can adopt an existing model; they can modify or combine existing models and derive their own version; or they can construct an original model. If the first alternative is chosen, the awareness of good model characteristics is important. The other two alternatives require that considerable attention also be given to methods of model construction. Having a model is important because it serves as a preliminary pattern representing something that has not yet been fully developed. The model serves as the plan from which the finished work can be produced.

Characteristics of a Good Model

1. The model is representative of what has been described as career guidance, counseling and placement.

2. The model is inclusive of all the dimensions that are considered within the description of career guidance, counseling and placement.

3. The model is expressed in a parsimonious manner without losing sensitivity when applied to specific situations.

4. The model is adaptable to context variations found in its probable utilization.

5. The model is transmittable to others who have varying experiential backgrounds because it can be understood, visualized, and explained.

Career Conscious Individual Model for Education

The Career Conscious Individual Model for Education conceptualized by Norman C. Gysbers and Earl J. Moore is an outcome oriented model designed to provide a comprehensive overview of the knowledge, skills and attitudes individuals need to facilitate their development. The model is designed to create career consciousness in all individuals at all educational levels.

> Included within the idea of consciousness is a person's background, education, politics, insight, values, emotions, and philosophy, but consciousness is more than these or even the sum of them. It is the whole man; his "head"; his way of life. It is that by which he creates his own life and thus creates the society in which he lives (Reich, 1971, p. 15).

The career consciousness concept focuses specifically on assisting individuals to develop necessary life competencies, attitudes and values, to assist them in visualizing possible life career roles and to analyze and relate these roles to their present situations.

Figure 1

The Career Conscious Individual

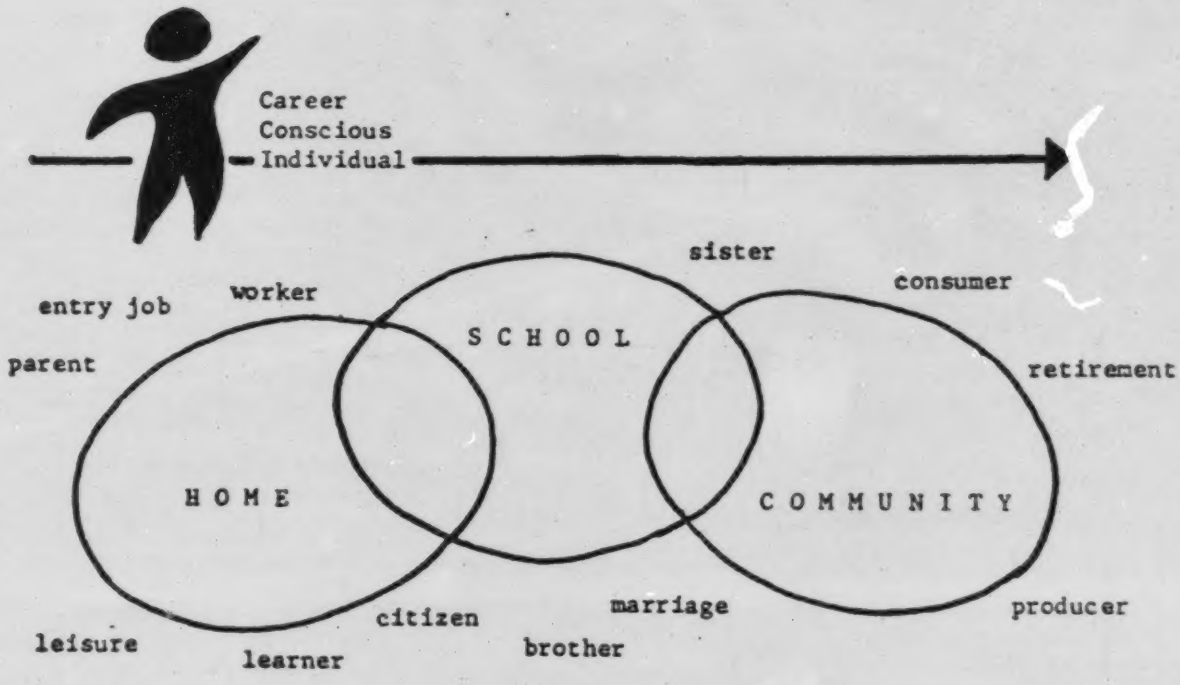
Self:	Unique Person, Total Life Style
Others:	Interdependency, Cooperation
Education:	Understands Purpose, Sees Relationship Between Self, Education and Society
Life Roles and Tasks:	Challenge, Proof of Ability Opportunity to Achieve and Become

Life Career Development

The Career Conscious Individual Model is based upon life career development concepts and principles. The word life indicates that the focus is on total persons, on all aspects of their growth and development over the life span. The word career identifies and relates the many settings in which people find themselves--home, school, occupation, community; the roles which they play--student, worker, consumer, citizen, parent: and the events which occur in their lifetime--entry job, marriage, retirement.

Figure 2

Life Career Development
Settings---Roles---Events



The word development is used to show that people are continually changing over their lifetimes. Individuals are always in the process of becoming. When used in sequence, the words life career development bring these separate meanings together, but at the same time they mean more than these words put together in sequence. Taken collectively, they describe whole persons--unique persons with their own life styles. Life career development is defined as self development over the life span through the integration of the roles, settings and events of a person's total life. (See Figure 2)

Four Basic Domains

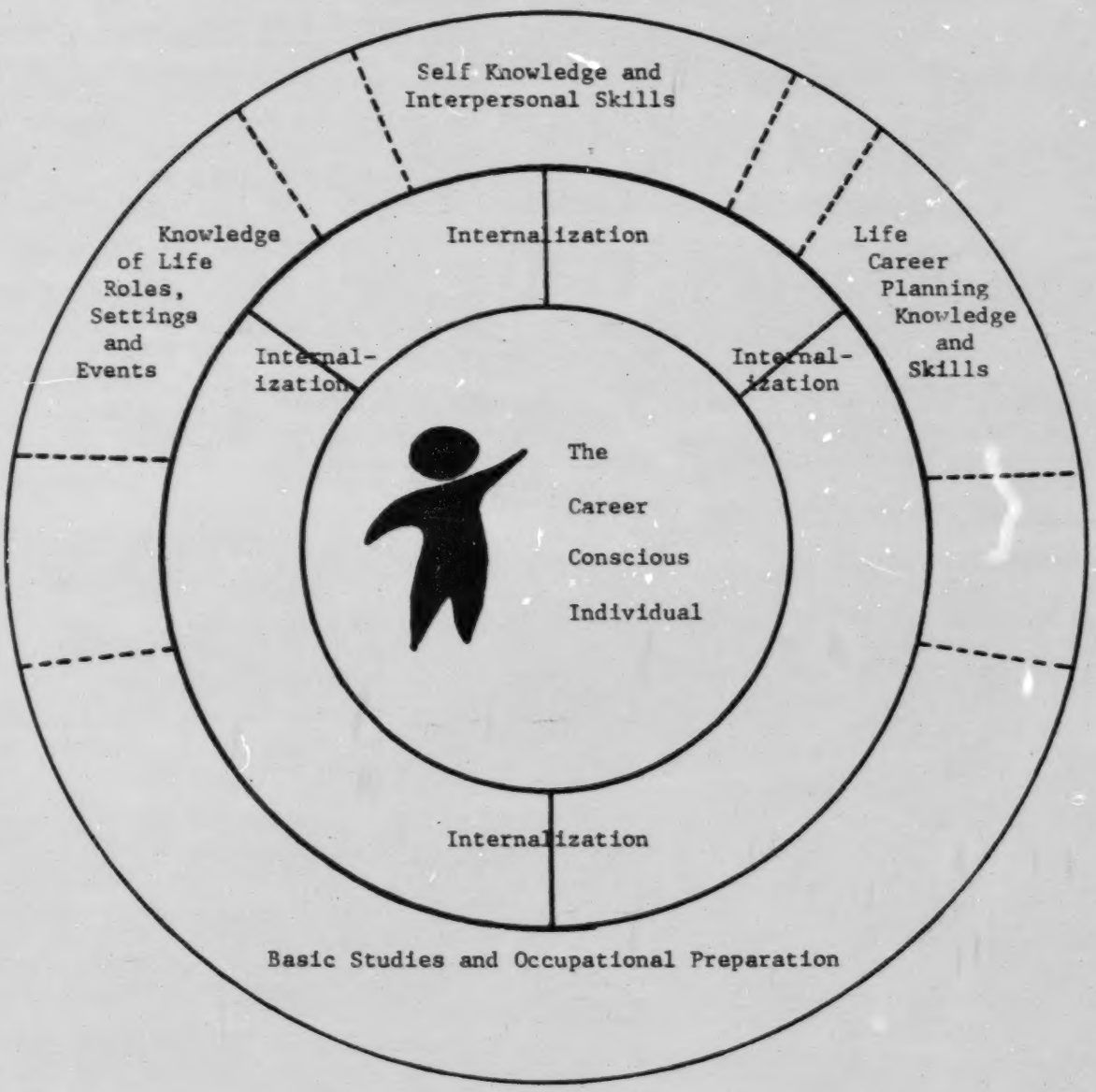
The Career Conscious Individual Model has four basic interrelated knowledge, skill and attitude Domains: Self Knowledge and Interpersonal Skills; knowledge and understanding of Life Roles, Settings and Events specifically including those associated with the worlds of education, work and leisure; Life Career Planning Knowledge and Skills; and Basic Studies and Occupational Preparation. These four Domains are represented in Figure 3 and are discussed briefly in the following paragraphs.

Self Knowledge and Interpersonal Skills

In the Self Knowledge and Interpersonal Skills Domain, the content and activities focus on helping individuals understand themselves and others. The main concepts of this Domain involve individuals' awareness and acceptance of themselves, the awareness and acceptance of others, and the development of interpersonal skills. Within this omain, individuals begin to develop an awareness of their personal characteristics--interests, aspirations, aptitudes, abilities, and values and the characteristics of others. Individuals learn techniques for self appraisal and the analysis

Figure 3

Educational Components to Develop
The Career Conscious Individual



of their personal characteristics in terms of a real-ideal self continuum. They begin to formulate plans for self improvement. Individuals become knowledgeable about the interactive relationship of self and environment in such a way that they develop personal standards and a sense of purpose in life.

Outcomes of this Domain reflect a person who can utilize self knowledge in life career planning and in the fostering of positive interpersonal relations. Individuals become self directed in that they accept responsibility for their own behavior.

Knowledge and Understanding of Life Roles, Settings and Events

The content and activities found in this Domain focus on the interrelatedness of family, citizen, leisure and work roles; home, school, work and community settings; and the various events such as entry job, marriage and retirement which may occur during the life stages of individuals. Emphases is given to knowledge and understanding of the structure and dimensions of the educational, work and leisure worlds. For example, individuals will learn that there are many occupations and industries which comprise the world of work and that these occupations and industries can be grouped in a number of ways. Such groupings can serve as an avenue through which individuals learn of the similarities and differences among workers and work places. Emphasis is placed on the individual's learning of selected associations among specific occupational requirements and characteristics and personal skills, interests, values, and aspirations. The rapidity of social and technological change and other factors affecting the flux of the work force and the work situation are elements considered in this Domain.

The individual begins to view the basic dimensions of the worlds of education, work and leisure from three perspectives--sociological, psychological, and economic. The sociological dimension encompasses such components as societal limitations on the individual's choice of occupation and the purposes of education, work and leisure. The economic component refers to such considerations of occupational choice as amount of pay, number of hours, fringe benefits, and the cost of various leisure activities. The psychological perspective refers to the amount and kind of personal satisfaction an individual receives from education, work and leisure and the internal factors which affect this satisfaction. As a result of learning about the interaction of these component parts of the worlds of education, work and leisure, individuals learn of the reciprocal influences of education, work, leisure activities and life style preferences.

Life Career Planning Knowledge and Skills

The Life Career Planning Knowledge and Skills Domain contains content and activities designed to help individuals understand that decision-making and planning are important tasks in everyday life and to recognize the need for life career planning. The central focus of this Domain is a mastery of decision-making skills related to life career planning. Individuals begin to develop skills in this area by identifying the elements of the decision-making process. They develop skills in gathering information from relevant sources, both external and internal, and learn to utilize the collected information in making informed and reasonable decisions. A major aspect of this process involves the appraisal and application of personal values as they may be related to prospective plans and decisions. Individuals begin to engage in planning activities and to understand that they can influence

their future by applying such skill. They begin to accept the responsibility for making their own choices, for managing their own resources and for directing the future course of their own lives.

Other dimensions in this Domain include the concept of change, space and time as they affect life career planning. Individuals learn of the potential impact of change in modern society and of the necessity of being able to project themselves into the future. In this way, they begin to predict the future and to foresee alternatives which they may choose and to plan to meet the requirements of preferred life career alternatives. The major educational goals within this Domain are directed toward facilitating the development of individuals who value planning and can formulate reasonable life career plans.

Basic Studies and Occupational Preparation

The fourth Domain, Basic Studies and Occupational Preparation, forms the basis for the instructional program. It is the largest component in terms of amount of content and number of activities. This Domain contains the knowledge, skill and understandings found in such education disciplines and departments as English, social studies, mathematics, fine arts, industrial arts, home economics, physical and health education, foreign language and vocational-technical education.

These areas of education are basic to the total development of individuals but because of new and emerging challenges to education, they need now to be viewed in new interdisciplinary ways. The roles, settings and events of a person's life career and the interrelated worlds of education, work and leisure can serve as a primary content focus for knowledge acquisition and skill development in basic studies and occupational preparation.

Also, since the educational, work and leisure worlds are undergoing constant change, individuals need to update their knowledge and skill in basic studies and occupational preparation. Thus, a necessary emphasis within this Domain involves the continuous acquisition and refinement of basic and occupational knowledge and skills throughout life.

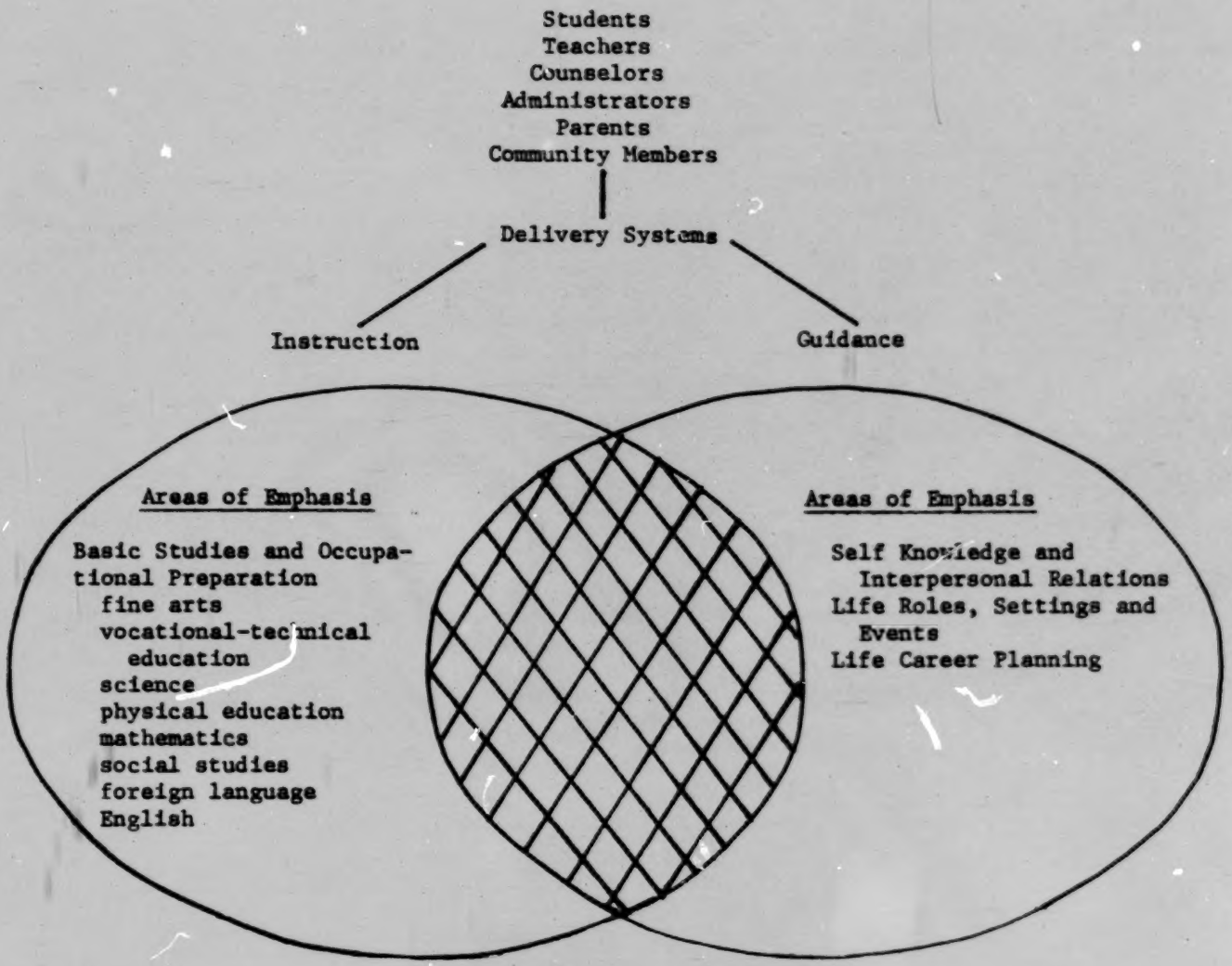
Two Major Delivery Systems

Education as it is envisioned by the Career Conscious Individual Model includes two major delivery systems--instruction and career guidance, counseling and placement. Each of these systems can be described in terms of person oriented goals and objectives

Each delivery system focuses on specific areas of emphasis but at the same time, there is a good deal of overlap. The instruction system's goals and objectives are grouped under the Basic Studies and Occupational Preparation Domain using such titles as fine arts, vocational-technical education, science and mathematics. The career guidance, counseling and placement system's goals and objectives are grouped under the domains Self Knowledge and Interpersonal Skills, Life Roles, Settings and Events and Life Career Planning Knowledge and Skills. (See Figure 4)

Figure 4

Career Conscious Individual Model for Education



Chapter 3

Career Guidance, Counseling and Placement

Concepts-Goals-Objectives-Activities

Once the conceptual framework of a model has been identified, the next task is the development and ordering of concepts, goals, and objectives to describe the sequential characteristics of the model. Activities become the processes through which goals and objectives are attained.

1. Concept Formation: A concept is a statement that identifies what has been determined as important. It is derived from the needs and values expressed by individuals and society. An example of a concept is: "Individuals are unique."

2. Concept to Goal Translation: A goal is a general statement indicating what one hopes to accomplish; it represents what individuals should possess in the way of knowledge, skills and/or activities. The concept "Individuals are unique." can be translated into the goal: "For individuals to understand the uniqueness of self and others."

3. Restatement of Goals as Developmental Goals: Developmental goals provide a frame of reference for goal attainment at varying developmental levels. The goal "For individuals to understand their abilities and limitations." may be restated developmentally and grouped roughly according to age or grade levels such as:

   K-3 "For individuals to understand their abilities to perform specific tasks."
   4-6 "For individuals to understand that their interests and aptitudes influence their activities."
   7-9 "For individuals to understand the effects of health and physical development on their performance of tasks."
   10-12 "For individuals to understand, accept and respect their own uniquenesses as a result of learning, growth and maturation."

4. Translation of Developmental Goals into Performance Objectives: A performance objective is a specific behavior an individual will be able to exhibit or demonstrate as a result of a particular learning experience. Criterion level for performance objectives is determined by the local situation. A performance objective for the K-3 developmental goal: "For individuals to understand their abilities to perform specific tasks." might be: "Individuals will identify ways in which they are unique."

5. Formulation of Activities to Attain Performance Objectives: Activities are processes through which students attain performance objectives. In the development of activities, the steps for implementation and the role of guidance functionaries should be delineated. Evaluation measures in terms of local criteria should be a part of each activity. These measures will determine whether or not the objectives have been reached.

Concepts

The four Domains of The Career Conscious Individual Model for Education serve as an organizer of the body of knowledge and skills from which career guidance, counseling and placement programs are developed. Listing important concepts derived from individual and societal needs assessment is one way of expressing such knowledge and skills. Examples of several concepts in each Domain follow:

Self Knowledge and Interpersonal Skills

Concept: Individuals are unique.

Concept: Self development is a personal responsibility.

Concept: Individuals are influenced by their environment.

Concept: As members of society, people interrelate.

Concept: Individuals are responsible for developing positive interpersonal relationships.

Concept: Self acceptance is an individual goal.

Life Roles, Settings and Events

Concept: There is a relationship between one's role in the world of work and the well-being of society.

Concept: Knowledge of the structure of the world of work is important.

Concept: Leisure time is important to one's well-being.

Concept: There are a variety of life styles.

Concept: Human relations skills and occupational skills are necessary in the world of work.

Concept: Work, leisure and life style are interrelated.

Life Career Planning Knowledge and Skills

Concept: Competency in decision making skills allows individuals increased freedom to control their lives.

Concept: One's future is influenced by present planning.

Concept: Career planning requires consideration of alternatives.

Concept: A changing society necessitates flexibility in career planning.

Concept: Recognition of values facilitates decision making.

Concept: Awareness of resources is necessary for effective career planning.

Basic Studies and Occupational Preparation

Concept: Individuals need minimum competencies to function in a technical society.

Concept: Educational attainment influences one's occupational level.

Concept: Education and work are interrelated.

Concept: Learning is continuous throughout life.

Concept: Personal goals are related to education.

Concept: Societal needs are reflected in educational goals.

Goals, Objectives and Activities

The next step in the development of a career guidance, counseling and placement program is to translate concepts into goals, objectives and activities. Once concepts have been identified by the appropriate needs assessment procedures, then goals, objectives and activities can be written and sequenced. Figure 5 depicts this process.

The specific purposes of Chapter 3 are to show sequential relationships that exist between concepts, goals, objectives and activities and to provide an example of how one Domain, the Self Domain, might look when the procedures in the introductory section of Chapter 3 are followed. The Self Domain example consists of a cover page using the format shown in Figure 6 followed by four example activities which could be used to meet the objective at each of the developmental levels. The concept, goal and objective used in this example were selected from among those found in Appendix A. For an additional example of activities in the Self Domain, as well as two examples in each of the other Domains, see Appendix B.

Figure 6

Domain-Activity Format

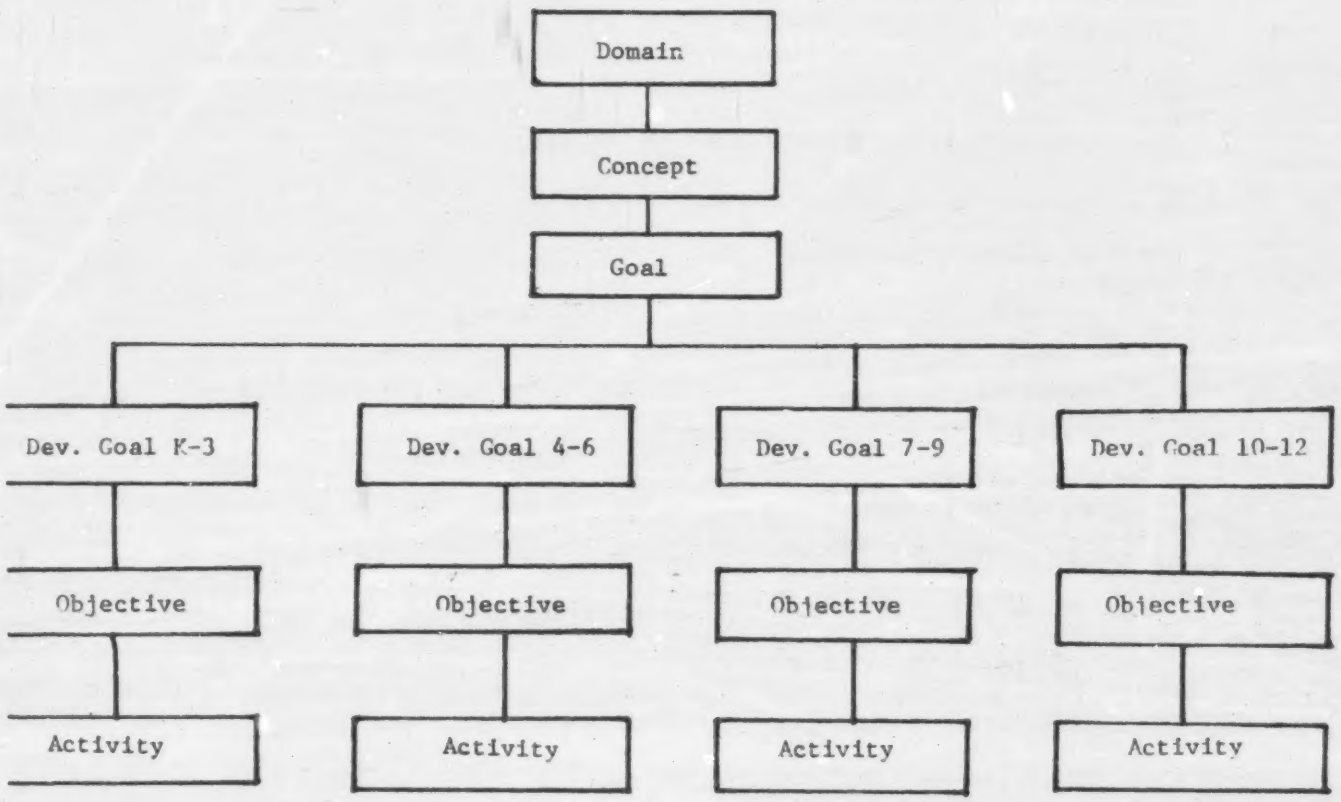
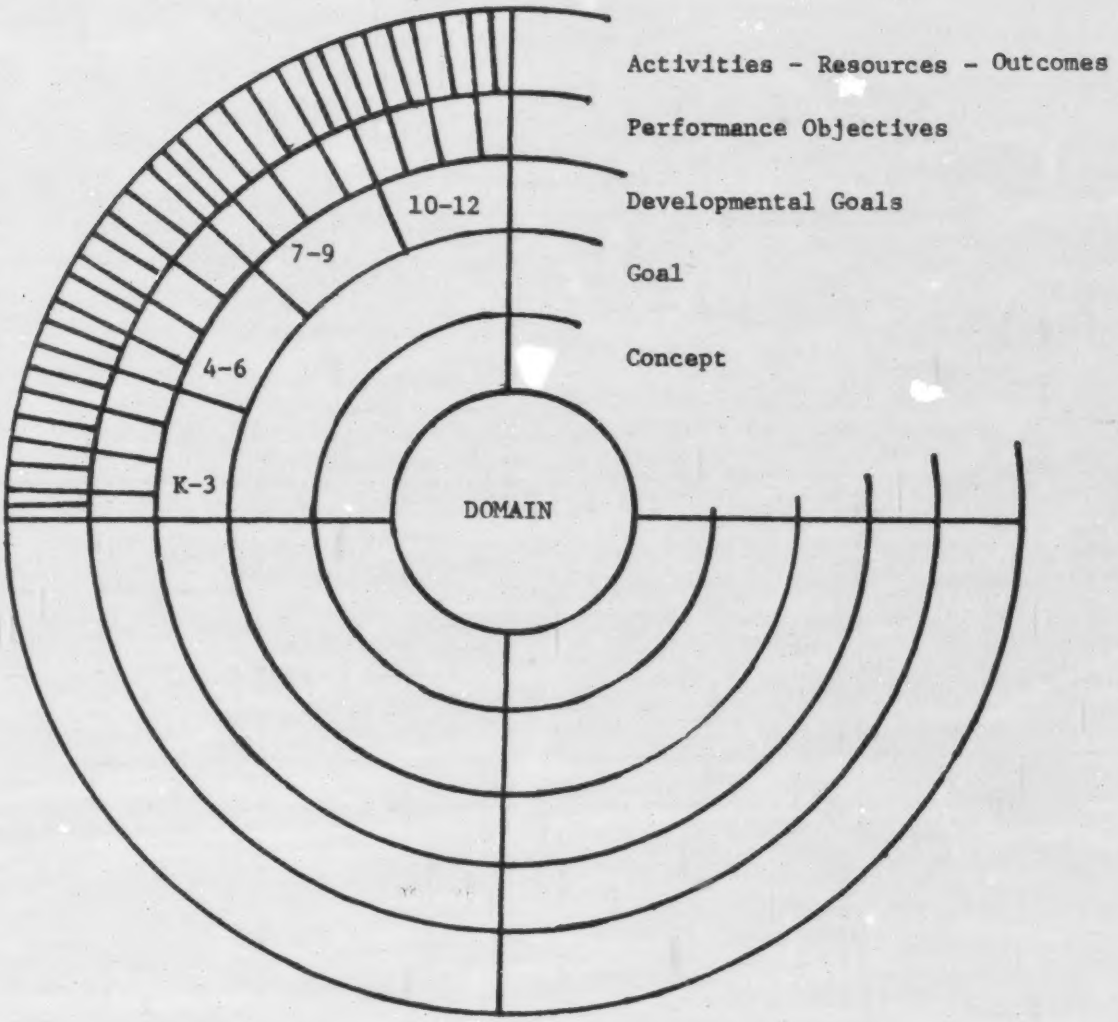
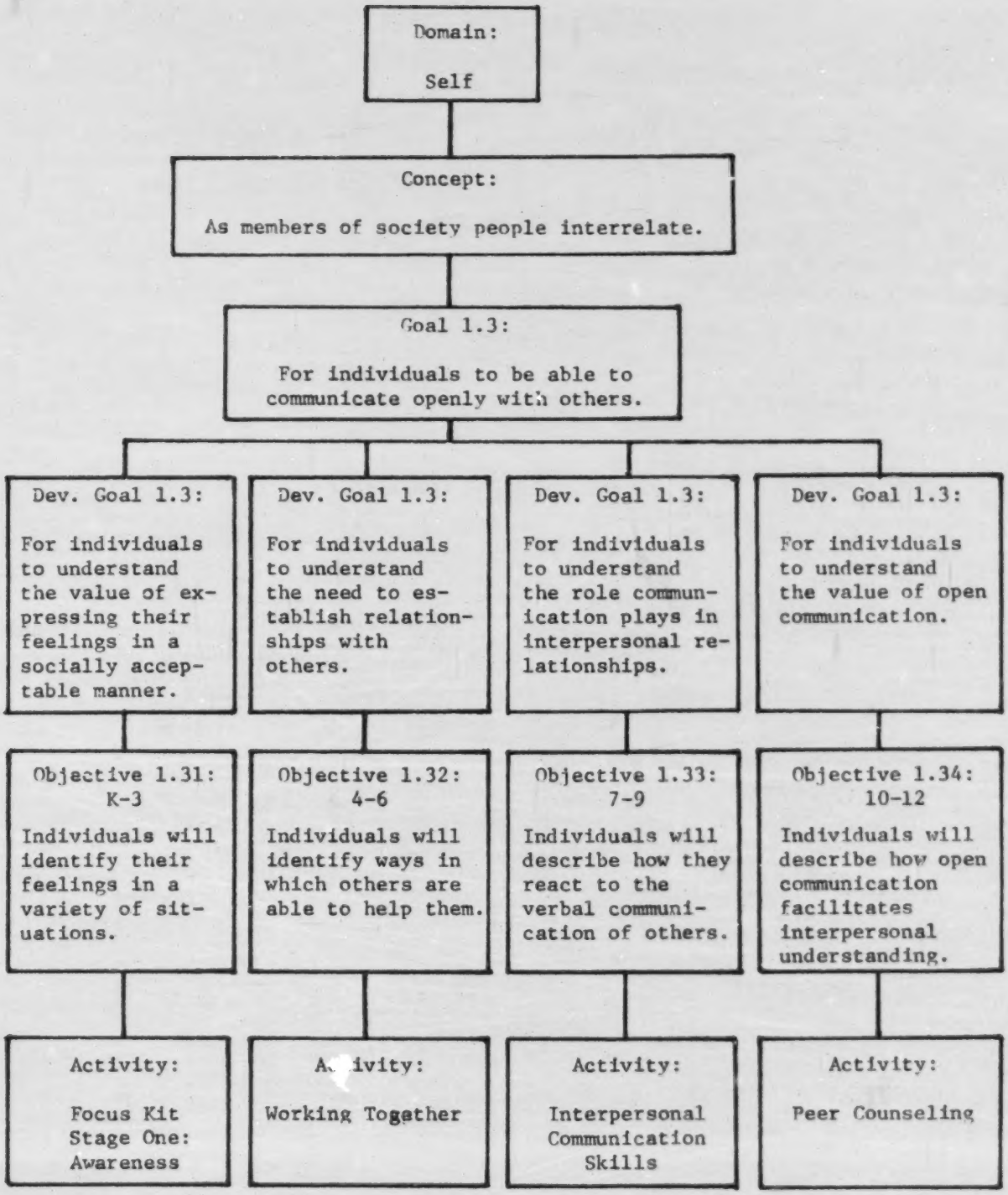


Figure 5

Domain-Activity Sequence



As indicated in Figure 5, four developmental goals evolve from each goal. Likewise, each developmental goal can be restated into a number of objectives which in turn can be developed into a number of activities.


Domain:
Self
Concept:
As members of society people interrelate.
Goal 1.3:
For individuals to be able to communicate openly with others.
Dev. Goal 1.3:
For individuals to understand the value of expressing their feelings in a socially acceptable manner.
Dev. Goal 1.3:
For individuals to understand the need to establish relationships with others.
Dev. Goal 1.3:
For individuals to understand the role communication plays in interpersonal relationships.
Dev. Goal 1.3:
For individuals to understand the value of open communication.
Objective 1.31: K-3
Individuals will identify their feelings in a variety of situations.
Objective 1.32: 4-6
Individuals will identify ways in which others are able to help them.
Objective 1.33: 7-9
Individuals will describe how they react to the verbal communication of others.
Objective 1.34: 10-12
Individuals will describe how open communication facilitates interpersonal understanding.
Activity:
Focus Kit Stage One: Awareness
Activity:
Working Together
Activity:
Interpersonal Communication Skills
Activity:
Peer Counseling

Activity: FOCUS Kit Stage One: Awareness
Grade Level K-3

Domain: Self Knowledge and Interpersonal Skills

Goal 1.3: For individuals to be able to communicate openly with others.

Dev. Goal 1.3: For individuals to understand the value of expressing their feelings in a socially acceptable manner.

Objective 1.31: Individuals will identify their feelings in a variety of situations.

Overview	Implementation	Role of Others
"FOCUS on Self Development--Stage One: Awareness" is a developmental guidance resource to be initiated at the early primary level. It is the first in a series of three developmental programs published by Science Research Associates. Based on Krathwohl, et.al.'s Taxonomy of Educational Objectives, Affective Domain, FOCUS is intended for classroom use. It is effective in small groups as well as with an entire classroom. Topics covered include: attributes of self; awareness of environment; cooperation; decision making and causes of behavior. Components of FOCUS I are filmstrips, records, photoboards, and stories. The manual is comprehensive and presents a variety of approaches to the accomplishment of each objective.	1. The counselor will organize and conduct staff development sessions to train staff in the use of the FOCUS Kit. All members of the K-3 instructional staff should be included. 2. Following the staff development sessions, the counselor can assist classroom teachers in implementing the FOCUS Kit in their instructional programs. 3. The counselor should meet with the librarian to discuss ways library materials and library personnel may be utilized. 4. After the program is initiated, the counselor should talk with classroom teachers to identify students who may benefit from small group interaction. The counselor should establish and conduct these groups. 5. The counselor should determine and carry out follow-up and evaluation methods for the program. Materials: "FOCUS on Self Development--Stage One: Awareness," Science Research Associates, Chicago, Illinois.	Classroom Teacher: implement FOCUS into instructional program; aid in identification of students with specific needs. Librarian: provide supplementary readings and audiovisual materials designated in FOCUS manual.

Activity: Working Together
Grade Level 4-6

Domain: Self Knowledge and Interpersonal Skills

Goal 1.3: For individuals to be able to communicate openly with others.

Dev. Goal 1.3: For individuals to understand the need to establish relationships with others.

Objective 1.32: Individuals will identify ways in which others are able to help them.

Overview	Implementation	Role of Others
This module is designed to provide students with simulated experiences which demonstrate the advantages of people working together to accomplish a task. Included in the activities will be situations in which students must verbally seek the help of others.	1. The counselor can plan and organize a "Working Together Module." Suggested specific activities are: a. Day 1: Divide class into groups of 1, 2, 5 and 10. Assign specific tasks such as making cookies or constructing a bird feeder. Each group will determine how to accomplish the task. As groups are planning, counselor and teacher should observe and record interactions focusing on expressed feelings of group as well as individuals. Day 2: Groups will begin work, Counselor and teacher should continue recording observations. This part of the activity may extend into more than one day. Day 3: After task is completed, each group will make an experience chart explaining the processes and feelings that went into accomplishing the task. Day 4: Counselor, students and teacher should discuss the outcomes and how the size of the groups influenced the processes, feelings and outcomes. Continued on next page	Classroom Teachers: plan with counselor the implementation and evaluation of the activity. Materials: scissors, ruler, paper clips, glue, black felt tipped markers, red, yellow, white, green, blue, purple construction paper.

Overview	Implementation	Role of Others
	b. Unequal Resources: This activity provides the opportunity for observing group use of resources which have been distributed unequally. It also provides students with the opportunity to seek help from peers. Packets consisting of the following materials are constructed prior to activity: Packet I: scissors, ruler, paper clip, pencils and two 4" squares of red paper and two of white. Packet II: scissors, glue, 8½ x 11 sheets of paper (2 blue, 2 white and 2 yellow). Packet III: felt tipped markers and 8½" x 11" sheets of paper (2 green, 2 white and 2 yellow). Packet IV: 8½" x 11" sheets of paper (1 each: green, yellow, red, blue, purple). Packet V: scissors, glue. Each packet will also contain a list of the following tasks: -make a 3" by 3" square of white paper -make a 4" by 4" rectangle of yellow paper -make a 4 link paper chain, each link in a different color -make a T-shaped piece 3" by 5" in green and white paper -make a 4" by 4" flag in any 3 colors. Continued on next page	

Overview	Implementation	Role of Others
	Divide class into small groups of 4-5 students each. Distribute a packet to each group. (If more packets are needed, any of the above packets may be repeated.) Groups should be placed as far away from each other as possible. Before groups open packets and begin tasks, they are told that each packet contains only a part of the resources they will need. They must bargain for use of resources in a way that is mutually agreeable. No time limits for task completion are set. As groups begin work, counselor and teacher should observe group and "help-seeking" behaviors. After tasks are completed, counselor, teacher and students should discuss processes and feelings involved in completing each task with emphasis on ways students sought help from others. Adapted from: Pfeiffer and Jones, The 1972 Annual Handbook for Group Facilitators, University Associates, Ames, Iowa. 2. The counselor should plan with teacher times when total activity may be implemented within the classroom. 3. Following the implementation of the activity, the counselor, teachers and students should evaluate the program.	

Activity: Interpersonal Communication Skills
Grade Level 7-9

Domain: Self Knowledge and Interpersonal Skills

Goal 1.3: For individuals to be able to communicate openly with others.

Dev. Goal 1.3: For individuals to understand the role communication plays in interpersonal relationships.

Objective 1.23: Individuals will describe how they react to the verbal and non-verbal communication of others.

Overview	Implementation	Role of Others
The Interpersonal Communication Skills program has as its purpose the facilitation of communication skills in individuals.	1. The counselor should gather materials for the purpose of creating an Interpersonal Skills program (see suggested materials). 2. The counselor should work with staff to integrate communication skill building activities into the instructional program (see suggested materials). 3. Staff and counselor should work together to identify students who would benefit from small group activity in building interpersonal communication skills. 4. The counselor should organize and conduct small groups for the purpose of improving communication skills. 5. The groups should focus on identifying verbal and non-verbal communication methods. 6. Students, staff, and counselor should establish follow-up and evaluation procedures.	Instructional Staff. plan with counselor the implementation of an Interpersonal Communications Skills program into their instructional program. Suggested Materials: 1. Encounter in the Classroom: New Ways of Teaching, Elizabeth Hunter, Holt, 1971. 2. Helping and Human Relations, Vol. 1, Robert R. Carkhuff, Holt, Rinehart and Winston, Inc., 1969.

Activity: Peer Counseling
Grade Level 10-12

Domain: Self Knowledge and Interpersonal Skills

Goal 1.3: For individuals to be able to communicate openly with others.

Dev. Goal 1.3: For individuals to understand the value of open communication.

Objective 1.34: Individuals will describe how open communication facilitates interpersonal understanding.

Overview	Implementation	Role of Others
Peer Counseling is a carefully directed program of students helping other students. Through structured training sessions, students can become sensitive to the elements of the helping relationship. Following training, peer counselors can be available to other students as needed. "Rap Rooms" offer one method of making Peer Counselors (as well as counselors) accessible to students. Peer Counseling can improve the guidance program in terms of manpower effectiveness and acceptability to a greater number of students. Reference: This suggested program was adopted from an article by Hamburg and Varenhorst "Peer Counseling in the Secondary Schools: A Community Mental Health Project for Youth" American Journal of Orthopsychiatry, 42(4), July, 1972, pp. 566-581.	1. The guidance staff should form a planning committee composed of students, parents, teachers, counselors and administrators. This group can generate practical suggestions and give encouragement to the Peer Counseling program through news in articles and speeches to the P.T.A., the administration, and the Board of Education. 2. The guidance staff should recruit students who might be interested in the program. These students can in turn recruit other students. 3. The guidance staff should plan and conduct an orientation meeting for interested students. The purposes of this meeting should be: -to give an overview of the program -to outline the nature of the training -to describe eventual peer counseling assignments -to discuss the range of potential counseling roles -to try to match student preferences and skills with the needs of other students, i.e., working with the handicapped, disadvantaged, or new students -to discuss the importance of their commitment -for those still interested, to fill out a formal registration form Continued on next page	Students: volunteer for and generate interest in the Peer Counseling program. Parents: serve as a resource for Rap Room discussions. Community Members: serve as a resource for Rap Room discussions. Classroom Teachers: generate interest and support Peer Counseling program. Administrators: schedule time and place for training sessions and a room to be used as a Rap Room.

Overview	Implementation	Role of Others
	4. The guidance staff should organize a training program. At various points during the course of training, hurdles should be designed to weed out students of lesser commitment. These hurdles could include having students find their own transportation to training meetings, find their own time to attend meetings and make up missed sessions. No students should be dropped from the training, but some may be asked to repeat the training program and differential assignments should be made based on evaluation. 5. Counselors should meet on a regular basis to prepare themselves to be supervisors during the training of peer counselors. 6. The guidance staff should plan and conduct a training program for peer counselors which could include the following curriculum: a. Large group activity developed around the "Life Career Game" to introduce students to counseling problems. b. Small group work supervised by a counselor to meet afternoons or evenings; at midpoint of the training, all students will be assigned to a new group. In the group, all students have a chance to be leaders, observers and participants. Continued on next page	

Overview	Implementation	Role of Others
	Meeting One: Discuss roles of participants: -Student Leader: keep students on the topic and monitor the discussions in terms of content and quality of participation -Observer: evaluate objectively what is taking place in the group and report this during the last twenty minutes of each session -Participants: speak freely on the topics being discussed. Points for discussion are: the impact of honest feedback on other members of the group, the difference between honesty and hostility, the matter of the silent member, and different motivations for participation in the program -Responsibility of the supervisor is to act as a model in structuring the group, launching the discussions, and setting patterns for participation Meeting Two: Discuss factors influencing distortions or failures in interpersonal communication: -Distortions from the sender (lack of clarity, non-verbal habits) -Factors related to the listener (biases, expectations, anxiety-level) -Personal characteristics of both sender and listener (effects of stereotypes) -Choice of vocabulary -Pace of communication Meeting Three: Development of skills in relating to new persons is discussed and role-played: Continued on next page	

Overview	Implementation	Role of Others
	-Kinds of openers used in starting conversation -Experiencing of interest and encouragement -Recognition of blocks to talking -How to make the other person feel at ease -Evidence or signs of lack of ease Meeting Four: Teach specifics to prepare students for particular group assignments during and after training. Meeting Five: Discussion of the school climate: -Motivations and experiences available to students -School regulations and requirements -Society's values and behaviors -How peer counselors can improve the climate Meeting Six: Discuss different adolescent problems, in terms of both adult and students' viewpoint: -Drug usage -Emotional and psychological disturbances -Physical handicaps -Unwanted pregnancy -Ethnic and racial differences Meeting Seven: Discuss family problems: -Divorce and its effects -Sibling rivalry -Family pressures and expectations -Isolation within the family -Effects of death, illness, extended families, economic change Completed on next page	

Overview	Implementation	Role of Others
	Meeting Eight: Discussion of alternatives to traditional career choices and desire to explore a range of life style possibilities: -Projected sources of satisfaction and goal attainments -Adolescent values and future values -Source of values -Opportunities available -Information needed Meeting Nine: Assign Peer Counselors the task of visiting elementary schools and meeting with sixth grade students without adult supervision: -Discuss feelings about transition to junior high school -Inform students that peer counselors will be available Meeting Ten: Closing session: -Review strategies of counseling -Review ethical responsibilities -Discuss difference between counseling and advice-giving 7. The guidance staff will provide a room, designated as a Rap Room, where peer counselors can make contact with students. Students and guidance staff should be responsible for the planning and furnishing of Rap Room.	

Chapter 4

Career Guidance, Counseling and Placement Functions and Organizational Patterns

The development of a conceptual framework for career guidance, counseling and placement and the translation of that framework into goals, objectives and activities are necessary first steps in the development of a model. Just as important, however, is attention to the functions and organizational patterns and procedures needed to translate goals, objectives and activities into meaningful programs. A section such as this in a guide ought to provide the user with suggestions on logical ways to organize activities. It also ought to offer ideas about the distribution of staff time as well as some ideas about sample organizational patterns.

Career Guidance, Counseling and Placement Functions

Once goals, objectives and activities have been written, the next step is to consider meaningful organizational patterns. At this point it is important to remember that many persons contribute to and have a part to play in the total career guidance, counseling and placement program--students, teachers, counselors, administrators and community members. For purposes of illustration, the contributions of two of these functionaries will be focused upon specifically in this chapter--school counselors and teachers. The school counselor is seen as the coordinator of the total career guidance, counseling and placement program as well as having a major role in working directly with students in a variety of ways.

Career guidance, counseling and placement functions can be grouped into three interrelated categories.

Curriculum Based Functions

The curriculum based category brings together those guidance activities which take place primarily in the context of the regularly scheduled courses of study in an educational setting. These activities may be a part of regular school subjects or they may be organized around special topics in the form of units, mini-courses or modules. They are based on need statements, goals and objectives necessary to the growth and development of all individuals. Typical topics focus on self understanding, interpersonal relationships, decision making, value clarification and the education, work and leisure worlds. School counselors may be involved directly with students through class instruction, group process or individual discussion. In other instances, the guidance staff may work directly with teachers providing resources and consultation.

Individual Facilitation Functions

Individual facilitation functions include those systematic activities of the career guidance, counseling and placement program designed to assist all individuals to continuously monitor and understand their growth and development in terms of their own personal goals, values, abilities, aptitudes and interests. School counselors and/or teachers may serve in the capacity of "advisors," "learner managers" or "development specialists." Personalized and continuous contact and involvement is stressed as compared to superficial contact with each student once a year to fill out a schedule. The functions in this category provide for the individual

accountability needed in an educational setting to assure that the uniqueness of individuals is not lost and that educational resources are being utilized to facilitate their life career development. The performance of these functions may involve cooperative planning with a number of significant persons and focus on in-school and out-of-school concerns.

On-Call Functions

On-call career guidance, counseling and placement functions focus on direct, immediate responses to individual need such as information seeking, crisis counseling and teacher/parent/specialist consultation. There is immediate and direct response to meet specific individual needs. In addition, on-call functions are supportive to curriculum based and individual facilitation functions. Adjunct guidance staff such as peers, paraprofessionals and volunteers/support staff may aid school counselors and teachers to carry out on-call functions. Peers may be involved in tutorial programs, orientation activities, ombudsman centers and with special training, cross age counseling and leadership in informal dialogue centers. Paraprofessionals and volunteers provide meaningful service in placement and follow-up activities, community liaison, career information centers and club leadership activities.

Traditional Processes and Resources

Traditional career guidance, counseling and placement processes and resources such as testing and information are not replaced or discarded in this new organizational pattern. On the contrary, traditional processes and resources along with new and emerging processes and resources are used

in all three categories of guidance functions. How, when and where these processes and resources are to be used, however, is related directly to the student goals and objective in each of the categories. Standardized tests for example, could be used in all three categories of functions and could vary from being an informational resource in curriculum based functions to being a diagnostic tool in on call functions or vice versa. The use of various counseling methods also could vary in a similar manner. The same is true for educational and occupational media. The point is that none of the processes and resources are used just because they are available; neither are they applied in a haphazard way. The goals and objectives and activities in each of the categories assist practitioners to select, use and evaluate career guidance, counseling and placement processes and resources wisely and effectively.

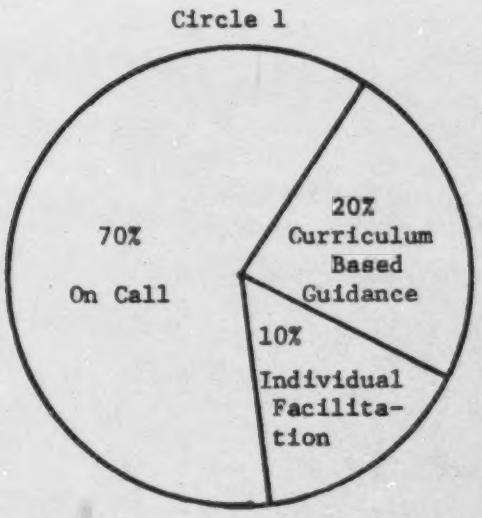
Counselor and Teacher Time Distribution

To adequately carry out the activities associated with the three categories of career guidance, counseling and placement functions, attention must be given to the distribution of guidance staff time. Figure 7 presents present and projected distributions of school counselors' time. Circle 1 represents what seems to be the present division of their time while Circle 2 suggests what might be a desired distribution of time.

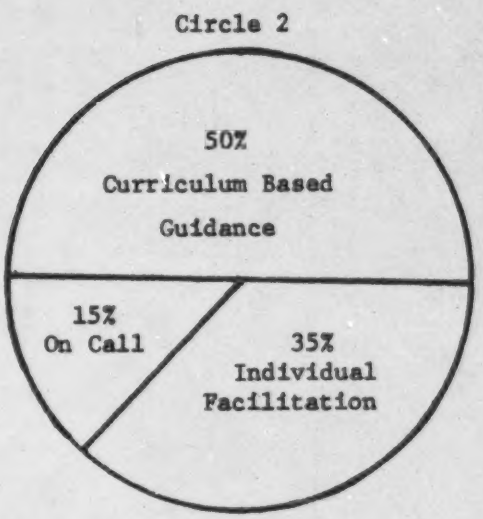
Figure 7

Counselor Present and Projected Time Distribution

Present Division of Counselor's Time for Developmental Guidance Program



Projected Division of Counselor's Time for Developmental Guidance Program

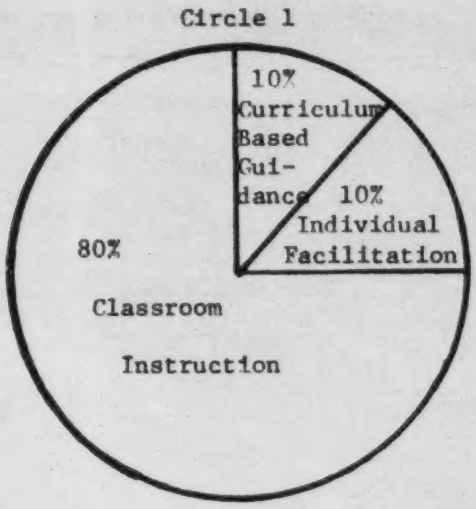


To be comprehensive, many individuals must participate in the career guidance, counseling and placement program. This is true particularly for teachers. The classroom teacher must be seen as a major functionary in the guidance program in many ways, but specifically in working with counselors and/or alone to implement both curriculum-based and individual facilitation functions. Figure 8 indicates the increasing role classroom teachers should have in the career guidance, counseling and placement program.

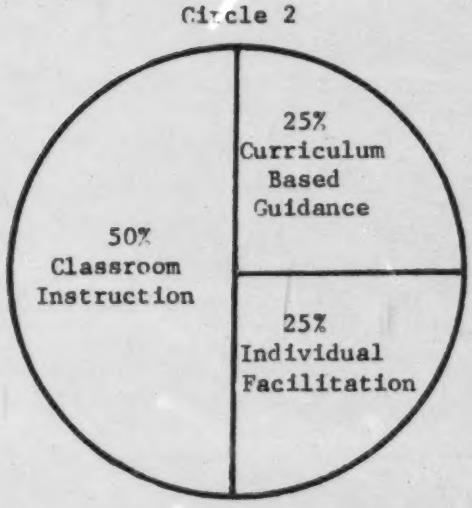
Figure 8

Teacher Present and Projected Time Distribution

Present Division of Teacher's Classroom Time



Projected Division of Teacher's Classroom Time



A Hypothetical Program

The distribution of school counselor time in a career guidance, counseling and placement program is an important consideration. Figure 9 deals specifically with a guidance program in a hypothetical junior high school. For purposes of illustration, Figure 9 demonstrates how a school counselor's 40-hour week might be allocated. All guidance responsibilities are grouped under five headings: Curriculum-Based, Facilitation, On Call, Consultation and Miscellaneous. These are explained in Figure 10.

Figure 9

Junior High Guidance Program
Counselors' Weekly Time Allotments
30 Hours In-School; 10 Hours Out-Of-School

In-School 30/Hours/Week 6 Hours/Day	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Miscellaneous	Facilitation	Facilitation	Facilitation	Miscellaneous
9:00-10:00	On Call	On Call	½ On Call ½ Miscellaneous	On Call	On Call
10:00-11:00	Curriculum Based	Curriculum Based	Curriculum Based	Curriculum Based	Curriculum Based
11:00-12:00	Curriculum Based	Curriculum Based	Curriculum Based	Curriculum Based	Curriculum Based
1:00-2:00	Curriculum Based	Curriculum Based	Curriculum Based	Curriculum Based	Curriculum Based
2:00-3:00	Consultation	Consultation	Consultation	Consultation	Consultation
Out-Of-School 10 Hours/Week 2 Hours/Day	Community Contacts for Resource File	Guidance Staff Meeting	Community Contacts for Classroom Visitation and On-Site Visit Program	Preparation for Special Programs	Personal Research
	Administrative and/or Staff Meetings	Teacher Groups	Community Contacts for Classroom Visitation and On-Site Visit Program	Staff Meeting for Individual Advisement Programs	Parent Groups

Figure 10

Hypothetical Counselor Responsibilities

On Call:	1. Unplanned individual and/or group counseling which meets immediate needs of students 2. Peer Counseling Program 3. Information seeking
Consultation:	1. Teacher/parent/specialist conferences 2. Teacher groups 3. Parent groups
Curriculum-Based:	1. Developmental on-going individual and/or group counseling for the purpose of assessment, information sharing, education and/or occupational planning and placement 2. Staff development sessions to extend teacher competencies 3. Planning, scheduling, implementing and evaluating curriculum-based programs 4. Initiating community contacts for Community Resource File and On-Site Visit Programs 5. Classroom involvement for modeling, role-playing and observation 6. Planning, creating and evaluating curriculum-based guidance programs for the classroom 7. Planning for implementation of developmental kits 8. Planning for implementation of Glasser Classroom Meetings
Facilitation:	1. Initiating and implementing staff development sessions 2. Planning with staff goals and objectives, scheduling and advisor-advisee assignments 3. Scheduling advisee and/or advisor referrals 4. Planning follow-up and evaluation procedures 5. Assisting teachers (advisors) with implementation of the program
Miscellaneous:	1. Testing and interpretation 2. Orientation 3. Staff meetings 4. Record keeping

Career Guidance and Placement Center

The Career Guidance and Placement Center should be designed to be the hub of the career guidance, counseling and placement activities in the school. Effective planning involving all facets of the educational community will lead to a Center which provides a vital resource for all. In fact, if career is viewed as one's life, then the Career Guidance and Placement Center becomes a life resource center. Viewed in this way, the impact of the Center on school and community can be substantial.

A comprehensive Career Guidance and Placement Center should bring together available career information/exploration resources and make them easily accessible to students. The Center can be used for such activities as research, planning, self-exploration and group sessions. Students should be able to gain assistance in such areas as occupational planning, job entry and placement, financial aid information, and post-secondary educational opportunities.

Although the Center should be available for use by students, school staff and community members, it should be student-centered and many of the Center activities should be student planned as well as student directed. The center also should be a valuable resource for teachers in their program planning and implementation. Employers too will find the Center useful when seeking part-time or full-time workers.

Although the Center as described here is planned specifically for the secondary school (7-12), the concept may be modified and made applicable for either elementary or post-secondary education. At the elementary level, the Center might serve as the coordination center for classroom activities. The post-secondary focus could be much the same as that of the secondary program.

If community members and parents are involved in the planning and implementation of the Center, their interest could provide an impetus for the involvement of other community members. When parents and other community members become involved in programs such as the Career Guidance and Placement Center, they are able to have first hand experience with the educational process. Through these experiences new support for education can grow.

The Career Guidance and Placement Center should be furnished in as comfortable a way as possible for all users of the Center. Provision should be made for group as well as individual activities.

Coordination of the operation of the Career Guidance and Placement Center should be the responsibility of the guidance staff. All school staff should be involved, however. It may be necessary to employ at least one paid para-professional to ensure that clerical tasks are carried out in a consistent and on-going manner. The majority of the staff could be comprised of volunteers--both community members and students. This provides an excellent opportunity for the active involvement of these persons in the school program. Teachers and administrators also should be encouraged to participate. Their participation could provide students with the opportunity to get to know them on a more casual basis.

The activities of the Career Guidance and Placement Center will be as varied as the people involved in its operation. Many career guidance, counseling and placement activities are ideally suited for processing through the Center. Some of these are:

-Career Exploration Groups

-Providing Occupational Information

-Providing Educational Information

-Peer Counseling

-Individual Advisement Program

-Community Resource Survey

-Work Exploration Program

Placement should be an integral part of the activities offered by the Career Guidance and Placement Center. Through placement, school counselors and/or teachers can assist students in carrying out educational and/or occupational plans suitable to their interests, abilities and training. This service can involve student placement in several different types of settings such as: work exploration, cooperative education, part-time employment, entry level employment, volunteer placement, and summer employment, as well as post-secondary placement.

It is necessary that placement be on-going, available throughout the year and free to all students, community members and employers. Placement information provided in the Center may be utilized by elementary as well as secondary school students and personnel.

Placement should be performed by competent, professionally trained guidance personnel and/or teachers who are attuned to the employment world and adaptable to the complexities of the changing economic, educational and social values. Comprehensive placement also will necessitate the involvement and utilization of a wide range of human and material community resources.

One specialized staff member in the Center could act as Coordinator of Placement. Responsibilities could include:

1. Conduct staff development sessions for school counselors and teachers for such purposes as understanding the economics of local industry, child labor regulations, services of the State Employment Service and follow-up activities.

2. Solicit and maintain support of administration and instructional staff.
3. Inform local employers of the placement services, cooperative and vocational-technical education programs, and provide them with the names and telephone numbers of Center and other educational personnel.
4. Plan and conduct a well-organized public information program to keep parents, employers, and community members informed of placement activities.
5. Seek cooperation from community and civic organizations to encourage such events as career days, work-exploration activities, parent days, and job preparation and entry job clinics.
6. Organize and initiate follow-up activities with guidance and instructional staff; plan a method to maintain continuous contact with former students.
7. Assist school counselors and teachers in developing a system of job order forms, referral cards, reply cards and evaluation forms for employers, and student evaluation forms to be used in placement.

In order to have successful placement activities, there are several necessary elements: outreach to students, co-partnership with fellow educators and employers, and meaningful follow-ups on which to build and adapt curriculum. The following activities are suggestions for providing these elements:

1. Outreach activities involving such things as announcements concerning the Center posted on bulletin boards, via intercom systems or local radio or television programs; assemblies arranged for the placement coordinator to speak to students and discuss the current job market, preparatory steps for job hunting and the initial interview; student

referrals to the Center by counselors, teachers and administrators; counseling and placement assistance for students who withdraw from school.

2. Student assessment including both formal and informal testing procedures to help students become aware of their goals, interests, abilities, achievements, and personal characteristics.
3. Community surveys involving personal contact with individuals in industry, business, professions, private agencies, and employment offices to provide up-to-date information for the community resource file in the Center. This file can be used by educators and community members to identify possible locations for work exploration, on-site visits, classroom visitors, and job placement. Other useful resources to be placed in the file can be found through the local Chamber of Commerce, civic organizations, personnel associations, businessmen's associations, parents and teachers.
4. Structured experiences preparing students for educational and occupational placement such as:
   a. filling out applications
   b. interviews and telephone tips
   c. testing--college entrance exams, civil service testing, employment examinations
   d. appearance, salary, budgeting, benefits, and unions
5. Activities assisting instructional staff to relate their subject matter to the world of work and assisting youth in the development of appropriate work attitudes and understandings.
6. Evaluation activities including follow-up studies of former students.

Several resources for developing or improving placement services exist in state guides and commercial guides. Suggested materials include:

"Placement Activities and Materials" Baltimore City Public Schools, Division of Guidance and Placement.

"A Model for an Entry Job Placement Program" Atlanta, Georgia.

"KNOW-Knowledge Needed to Obtain Work" Teacher/Counselor Guide, Thomas J. Jacobson, Ph.D., Science Research Associates.

"Counselor's Vocational Guidance Manual" Pupil Personnel Section/ Regional Career Information Center, Department of Education, San Diego County, San Diego, California.

Chapter 5

Career Guidance, Counseling and Placement

Evaluation-Based Program Development, Installation and Management

> The next step in the development of a guide for career guidance, counseling and placement is consideration of program development, installation and management. This section of a guide should identify and describe a systematic and orderly procedure to develop, install and manage an evaluation-based program. Attention should be given to such specifics as committee structure and membership, communication and staff development.

An Evaluation-Based Perspective[1]

To be comprehensive and systematic, career guidance, counseling and placement programs should be developed around outcome oriented goals and objectives and be installed using evaluation-based program development and management procedures. Evaluation-based development and management procedures are helpful because they suggest ways to identify and collect information to assist decision-makers in choosing among available program alternatives. These procedures are useful in analyzing, planning, implementing, improving, certifying, costing and judging the various components of career guidance, counseling and placement programs. Programs not amenable to an evaluation-based operation will have difficulty in being

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[1] Material on evaluation-based program development adapted from:
Wellman, Frank E. and Moore, Earl J.
Guidance Evaluation Handbook, Office of Education
DHEW-OEC-0-73-5167, 1974, in press.

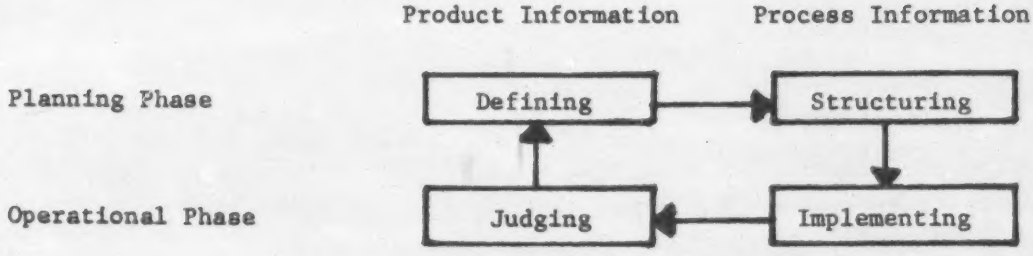
systematic, sensitive, and adaptable to respond to changing individuals and societal needs.

An evaluation-based management operation employs many concepts emphasized by systems thinking such as the analysis of relationships between elements; the generation of alternatives; the extensive use of feedback systems, and the use of prototypes (field testing). From this viewpoint, the process of program development, implementation, judging and revision is continuous with each phase having a relationship with preceding and succeeding phases.

An evaluation-based management system is decision-centered. Organizing career guidance, counseling and placement programs around key types of decisions and their evaluation-attendant activities provides a management conceptualization that can be operationalized in any setting. There are four types of decisions that require attention: defining, structuring, implementing and judging. Defining and structuring decisions occur before a program gets under way and are part of the planning phase of program development and implementation. Implementing and judging decisions occur while a program in in operation and are part of the operational phase of program development and implementation. The four types of decisions require two types of data and information. Defining and judging decisions require product data while structuring and implementing decisions require process data and information. Product data includes such elements as the student behaviors that career guidance, counseling and placement programs are attempting to develop and facilitate. Process data consists of those activities and resources needed to help students reach the desired outcomes. Figure 11 describes evaluation-based program development and indicates the relationships among the four types of decisions, two phases and two types of data.

Figure 11

Evaluation-Based Program Development Decisions



Decision makers will ask questions to identify critical elements, then gather information about the elements (input); and finally, examine the findings and present results in a form that can be utilized (output). The key decisions in a particular phase can then be made. Figure 12 presents the basic questions to be asked, Figure 13 focuses on input-output elements, Figure 14 describes the sequence and Figure 15 presents the necessary components in evaluation-based program development.

Figure 12

Evaluation-Based Program Development Questions

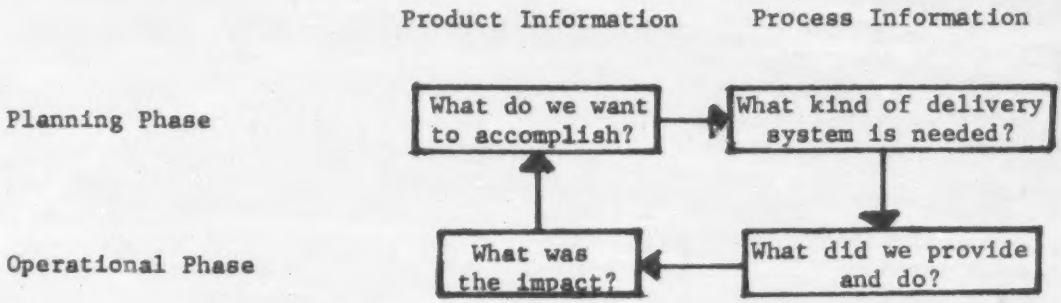


Figure 13

Evaluation Based Program Development Input and Output

Defining

Input	Output
Local needs	Goal statements
Society needs	Developmental objectives
Student outcome data	Performance objectives
Developmental concerns	Outcome criteria
Special group needs	Special group objectives

Structuring

Input	Output
Process needs	Resources available
Current resources	Staff development
Discrepancies	Process objectives
Survey of alternatives	Process/outcome specification
Attitude toward elements	Field test evaluation/redesign

Implementing

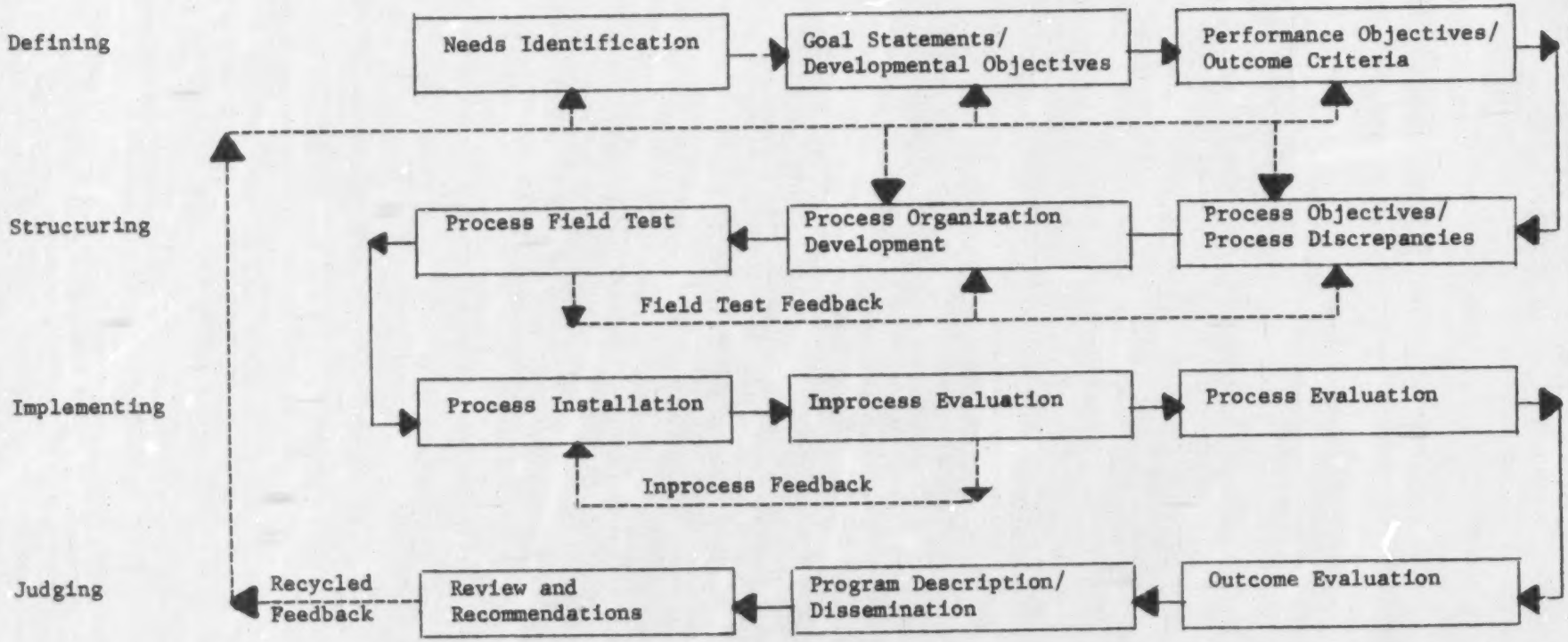
Input	Output
Planned activity descriptions	Quantity statements - time, personnel, materials, costs, facilities
Task/event schedules	Quality statements - side effects, attitudes toward program/ experiences
Resource allocations	Process descriptions
Monitoring/recording procedures	
Budgeting procedures	

Judging

Input	Output
Standards/criteria assigned	Program effectiveness, relevance, value
Design for comparisons, effectiveness	Implications - populations, situations, methods, theories
Differential data	Implications - modification, replication, new hypotheses
Unanticipated outcomes	Cost effectiveness/benefits
Process evaluation data	

Figure 14

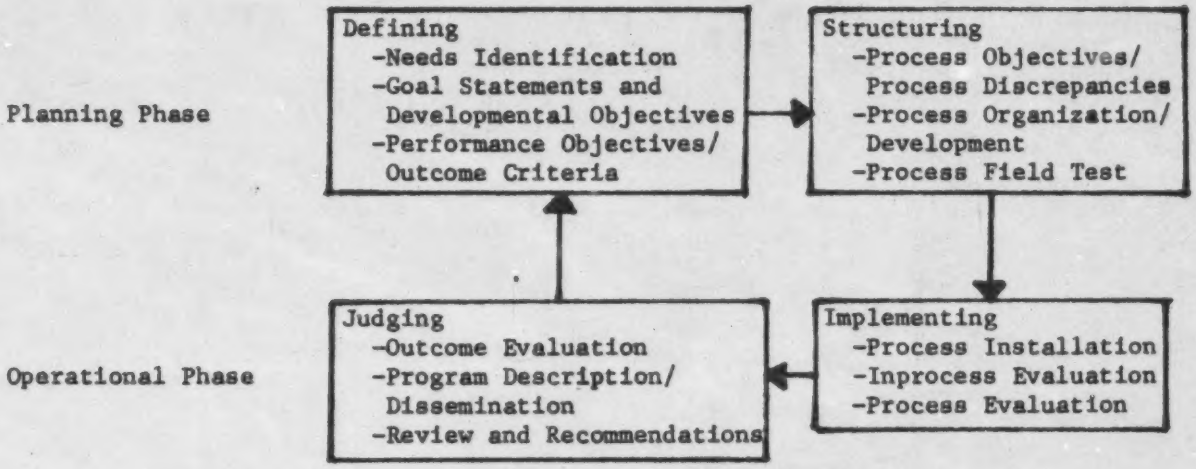
Evaluation Based Program Development Sequence



GUIDANCE EVALUATION HANDBOOK
Wellman, F. E. and Moore, E. J.
1974

Figure 15

Evaluation-Based Program Development Components



Some tangible and concrete productions will result from this evaluation-based systems model.

1. Needs assessment studies may come to be expected each year.
2. A career guidance and planning guide will be used as an authoritative reference.
3. An operations manual will necessitate yearly input and interaction.
4. An evaluation report may become an end of the year accountability project.
5. Various communication releases will be disseminated to expectant publics.

In addition to these tangible outcomes, a number of intangible elements will emerge. The staff will have a feeling of confidence in meeting program responsibilities, an openness in sharing information about the program in school and community, and a direction for professional growth and competence.

Committee Structure and Membership

Establishing appropriate committees is an important first step in the development, installation and maintenance of a career guidance, counseling and placement program. Before this is done, however, it is important to think through the functions of various committees so that they can be assigned specific tasks to accomplish. Committees should be large enough to reflect a cross section of interest but not so large as to hamper group efficiency.

What committees are necessary is a logical question to ask at this point. While local needs will answer this question specifically, the following types of committees are suggested.

Steering Committee

Most schools have found it helpful to establish a Steering Committee to make recommendations when confronted with policy issues such as:

-Should staff receive extra pay for developing guides, writing activities, etc.?

-Who will develop and evaluate progress reports?

-Can the plan of action be modified after the program is underway?

Steering Committee members probably should be appointed by the school superintendent. The group should be kept small, but key personnel who will influence the direction of the program, should be represented. A typical Steering Committee might include:

1. School Superintendent or the assistant in charge of Pupil Personnel or Instruction
2. Guidance Director
3. Vocational Education Director
4. Elementary and Secondary Curriculum Supervisors
5. Elementary, Middle School and Secondary School Principal representatives

6. Classroom Teachers
7. Students
8. Community Representatives

Guide Writing Committee

This Committee's major responsibility is to incorporate a comprehensive guidance, counseling and placement program into the total school curriculum. Specific tasks include:

1. Developing a career guidance, counseling and placement guide.
2. Making recommendations for a staff development program. A staff development sub-committee may be appointed for this purpose.

A typical Guide Writing Committee could include:

1. Curriculum Director or Assistant Superintendent
2. Elementary and Secondary Curriculum Supervisors
3. Classroom Teachers at all grade levels and subject areas affected by the project
4. Counselors
5. Vocational Education Director
6. Special Services and Support Personnel
7. Students
8. Community Representatives

Community Advisory Committee

Successful career guidance, counseling and placement programs are linked to the community. This linkage can be best established through an organized Community Advisory Committee. This group does not determine policy. Its function is to interest and inform the public about career guidance, counseling and placement. There is a need for the occupational community to answer questions that students, teachers, counselors and others in education have about specific occupations, particularly as they exist in a given community. There also is a need for active involvement of the occupational community on the Community Advisory Committee to advise on the nature of training requirements in the community. The community advisory committees also may provide extra funds, materials and speakers

to supplement tax-provided resources. This Committee should represent a broad spectrum of community interest.

A typical Community Advisory Committee might include:

1. Superintendent or Assistant Superintendent
2. Guidance Director
3. Vocational Education Director
4. Representatives from Business
5. Representatives from Labor
6. Representatives from Industry
7. Representatives from Agriculture
8. Representatives from PTA, Chamber of Commerce and other civic groups
9. Newspaper Editor
10. Representatives from the Student Body

Communication

Effective communications are a must if educational programs are to succeed. Each local school district will have its own specific time tested methods and techniques. This section provides a brief summary of suggestions concerning communications. It is divided into sub-sections entitled significant publics, media, and types of communication.

Publics

Career guidance, counseling and placement involves the total school and community environment. If career guidance, counseling and placement is to be operational, it must reach the following groups: (1) students, (2) parents, (3) school staff, (4) labor unions, (5) business and industry, and (6) civic organizations. Effective communication with these six groups will help facilitate program development, installation and maintenance. Communicating with these groups also will allow for a feedback program of both assistance and suggestions for further program development.

Media

Available media will vary from community to community; however, the following are some suggested media available in most: (1) school newsletters, (2) local newspapers, (3) radio, (4) television, and (5) speakers bureaus.

A Publicity Handbook for National Career Guidance Week, published by the National Vocational Guidance Association, Washington, D. C.,[2] provided the following suggestions for dealing with various types of media:

> In preparing news releases for newspaper, radio, and television, there are several simple "rules of the game" which improve your chances for success.
>
> 1. All releases which are to be mailed and handed to editors and news desks should be prepared in standard news form.
>
> 2. News releases are typed, mimeographed or multilithed, double spaced on 8½ by 11 inch paper. Write simply, clearly, starting with the actions part of the news--who is doing what, when, where and why.
>
> 3. Don't expect last minute consideration. Send your releases to newspaper city editors, and radio and television news desks so they will arrive three days before you want the news to be released.
>
> 4. Remember pictures. Many stories lend themselves to handling by captioned pictures.
>
> 5. Feature stories are effective in explaining more about career education than might be covered in hard news stories. Develop your ideas for a feature story, using an issue of high public interest (how schools prepare students for careers... what's new in career education, etc.).
>
> 6. Send radio and television news desks the same news releases you send to newspapers.

---

[2] Publicity Handbook, National Vocational Guidance Association, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009, 1972-1973.

Types of Communication

The types of communication processes used can be as varied as the local school district desires them to be. Once the publics to be reached have been identified and several types of media have been suggested, the problem becomes how and what kinds of ideas and materials should be communicated.

School districts presently engaged in career guidance, counseling and placement activities have used a variety of communication techniques. Some have formalized orientation sessions which provide an overview of the program to various consumer groups in and out of school. Other school districts with career guidance, counseling and placement programs have used a series of progress reports, such as a monthly newsletter to all media and publics on the activities for the current and/or coming month. Some local school districts have used evaluation reports as a means of telling about career guidance, counseling and placement. Various types of monthly award systems also have been used to designate an important activity of the month. One of the best types of communication is to use students who are involved in career guidance, counseling and placement activities. Students, when given the opportunity, are an excellent means of communication.

The report of a seminar sponsored by the Thomas Alva Edison Foundation,[3] lists the following seminar conclusions pertaining to "Better School-Community Relations."

> In order to better school-community relations, what is needed is not an expansion of the public relations efforts, but the creation of new ways of involvement because many traditional methods and efforts have lost their credibility in the current turbulent era.

---

[3]Better School-Community Relations, W. Arthur Darling, Information and Services Program, Melbourne, Florida.

The school must be extended into the community, and the community must be receptive to working with the school to bring about effective utilization of a wide range of local facilities.

School-community involvement should not result in a business or citizen group assuming any legitimate instructional responsibilities of the school.

Educators must recognize responsible criticism and persevere while cooperatively working out definitions, goals, and programs that are responsive to the needs of the people the schools are designed to serve.

Schools should publish a list of specific needs and activities with which they believe members of the business community could help.

Schools should avail themselves of feedback regarding what happens to the students after graduation.

School administrators must provide ways and means whereby citizens groups may work effectively and make a contribution at all levels of the educational system.

Citizen involvement in the schools should be actively solicited, not passively discussed.

Alternative forms of education should be fostered by the public school system rather than allowed to flourish outside the publics control.

Staff Development

An important but frequently overlooked element in developing, installing and maintaining career guidance, counseling and placement programs is staff development. When a needs assessment is conducted prior to the initiation of a career guidance, counseling and placement program, student and society needs are featured but the needs of staff are sometimes overlooked. If career guidance, counseling and placement is to be successfully implemented, staff development must be attended to in a systematic way. The appropriate committee structure must be established and the necessary resources made available.

Staff Development Committee

The mission of the Staff Development Committee is to develop procedures and materials for providing the specific skills and understandings needed by staff to successfully implement career guidance, counseling and placement goals and activities. The specific goals of the Staff Development Committee might include:

1. Developing guidelines for conducting each phase of the staff development program.
2. Developing materials to serve as resources in conducting staff development activities.
3. Evaluating and modifying staff development activities and materials as indicated by program feedback.
4. Coordinating the uses of resources.

The Staff Development Committee could include (1) teachers, counselors and vocational educators responsible for the staff development in the school building units; (2) building principals; (3) support staff representatives; (4) parents; and (5) business-industrial-community representatives.

Operation of Program

Staff development should be primarily building-centered. Each building has unique characteristics and thus should have its own staff development leader. Leaders should be selected because of known leadership qualities to provide staff with direct assistance when needed. They should receive special training and should meet monthly to discuss common in-service concerns. They should be available to support one another in program activities.

General Program Orientation

Support for career guidance, counseling and placement begins with a

general comprehension of the basic concepts by all staff in a local school district. The first step is to introduce all school personnel to the goals of career guidance, counseling and placement. An overview is needed before specific details can be understood. As the goals and objectives of career guidance, counseling and placement are clarified, questions about the program and its components can be answered. The orientation should include an explanation of the new and changing roles of administrators, teachers, vocational educators, counselors, and other educational personnel necessary for program delivery.

The following elements are typical of those used to achieve general program orientation:

1. Define career guidance, counseling and placement and identify the outcomes sought.
2. Review program development procedures.
3. Review procedures used for infusing career guidance, counseling and placement goals into existing school programs.
4. Clarify roles for staff members.
5. Clarify program installation procedures.
6. Review program support systems.
7. Develop positive attitudes toward career guidance, counseling and placement.
8. Familiarize staff with program evaluation.

Staff Member Training

Following a general program orientation, a staff development program should be initiated to prepare staff members for their specific role in career guidance, counseling and placement. The program should assist staff members to assume responsibility for specific program aspects, determine changes from past performance, clarify problems and develop commitment.

This aspect of the staff development program provides for the specific needs of various personnel involved in program development, installation and maintenance. Staff may be categorized as follows:

1. Administrators (central office and building level)
2. Classroom Teachers
3. Vocational Educators
4. Counselors
5. Teachers
6. Other Educational Personnel

Although specific programs and materials should be designed to meet the needs of each staff grouping, members could be grouped in a variety of other ways to transmit information and promote interaction.

Individual Staff Needs Assessment

Staff member training should outline for staff their individual roles and responsibilities. Following this, each person should examine his or her responsibilities and determine the type of help they may need to function effectively. Individual needs assessment should be a personalized activity. The results of this assessment will form the bases for the on-going staff development program in a specific school building. Although staff will receive preparatory training, it is realistic to expect that additional assistance may be needed.

On-Going Competency Development Program

The results of the staff needs assessment are used to plan the competency development program. The competency development program should be an on-going program and should be accessible to all personnel as needed and desired. The tasks of preparing teachers, counselors, administrators and other educational personnel must be considered a long term activity involving a continuing response to expressed individual and group needs. The competency development program should be structured around

three areas: (1) guidance strategies required for program delivery; (2) new or unique content required for program activities; and (3) resources and materials required for program delivery.

New Competencies

While guidance and instructional personnel will have their present educational methods, skills and resources to draw upon, there are some new and emerging methods, skills and resources that relate to career guidance, counseling and placement which they may lack. Some of these are:

1. Techniques for teaching interview skills to students.
2. Techniques for conducting person-oriented field trips to business and industry.
3. The use of role models, role playing and simulation.
4. Techniques for organizing and conducting student centered exploration groups on value clarification and decision making.
5. The use of computer-based/VIEW based information systems and self instructional materials.
6. The organization and administration of educational and occupational placement activities.
7. The use of new assessment procedures and instruments.
8. Techniques to establish and continue on-going contacts with business-industry-labor personnel.
9. Techniques to relate instructional programs to the roles, settings and events of students' lives in the present and the future.

Also, new knowledge, skills and attitudes that have not been taught previously or at least attended to in a systematic way, will need attention. Included here are procedures and techniques to develop, install and maintain a comprehensive career guidance, counseling and placement program.

Needs assessment procedures, the writing and implementing of goals, objectives and activities to meet identified needs and the organizing of goals, objectives and activities into developmental, comprehensive programmatic thrusts are some important elements in this process.

In addition to improving and extending their competencies in the areas mentioned so far, career guidance, counseling and placement personnel also must focus on their own personal and professional growth and development. Short-term paid work experiences in business and industry, the employment service and/or other settings of a similar nature should be a regular part of the in-service training of school guidance personnel. Closer contact with other practitioners through active participation in national, state and local professional associations also should be encouraged.

Summary

In summary, a staff development program will be successful if it (1) develops a preparatory program which will make it possible for school district staff to initiate career guidance, counseling and placement, and (2) develops a plan for continued staff development and growth.

1. Preparatory Efforts
    a. General orientation to all staff
    b. Staff member training by small groups
2. Continuing Efforts
    a. Individual staff development support as requested
    b. Building coordinator consultation

Appendix A

Concepts-Goals-Objectives

Appendix A contains examples of concepts, goals and objectives organized by domain and grade level. On pages 68 to 71 four concepts and the corresponding goals and developmental goals are presented for each Domain--Self Knowledge and Interpersonal Skills, Life Roles, Settings and Events, Life Career Planning Knowledge and Skills and Basic Studies and Occupational Preparation. On pages 72 to 103 each of the four goals in each Domain are sub-divided into sample performance objectives by grade groupings K-3, 4-6, 7-9 and 10-12. Goals and objectives grouped in this manner for the Self Domain, begin on page 72, for the Life Roles, Settings and Events Domain on page 80 , for the Life Career Planning Domain on page 88 and for the Basic Studies and Occupational Preparation Domain on page 96 .

Domain: SELF KNOWLEDGE AND INTERPERSONAL SKILLS

Concept: Individuals are unique.

Goal 1.1 For individuals to understand the uniqueness of self and others.

Dev. Goal:	K-3	For individuals to identify their personal characteristics.
	4-6	For individuals to understand that their interests and aptitudes influence their activities.
	7-9	For individuals to understand the effects of health and physical development on their performance of tasks.
	10-12	For individuals to understand, accept and respect their own uniqueness as a result of learning, growth and maturation.

Concept: Self development is a personal responsibility.

Goal 1.2: For individuals to be responsible for implementing their goals.

Dev. Goal:	K-3	For individuals to understand the importance of personally relevant goals.
	4-6	For individuals to understand the importance of priorities to reach goals.
	7-9	For individuals to understand the necessity for setting both short and long range goals.
	10-12	For individuals to understand that they must evaluate their progress in achieving goals.

Concept: As members of society, people interrelate.

Goal 1.3 For individuals to be able to communicate openly with others.

Dev. Goal:	K-3	For individuals to understand the value of expressing their feelings in a socially acceptable manner.
	4-6	For individuals to understand the need to establish relationship with others.
	7-9	For individuals to understand the role communication plays in interpersonal relationships.
	10-12	For individuals to understand the value of open communication.

Concept: Individuals are influenced by their environment.

Goal 1.4 For individuals to be able to exist in harmony with their environment.

Dev. Goal:	K-3	For individuals to be aware of their environment.
	4-6	For individuals to understand the demands of their environment.
	7-9	For individuals to understand how family, school, peer group, church, community and work experience influence them.
	10-12	For individuals to understand methods of dealing with their environment.

Domain: LIFE ROLES, SETTINGS AND EVENTS

Concept: There is a relationship between one's role in the world of work and the well-being of society.

Goal 2.1 For individuals to understand that occupations relate to needs and functions of society.

Dev. Goal:	K-3	For individuals to understand the interrelationship of occupations.
	4-6	For individuals to understand the need for job specialization within the world of work.
	7-9	For individuals to understand the interdependence between occupations and the needs and goals of society.
	10-12	For individuals to understand how the needs and functions of society are satisfied by a variety of occupations.

Concept: Knowledge of the structure of the world of work is important.

Goal 2.2 For individuals to understand that occupations may be classified in several ways.

Dev. Goal:	K-3	For individuals to understand that a wide variety of occupations exists in the world of work.
	4-6	For individuals to understand characteristics which differentiate occupations.
	7-9	For individuals to understand the various methods of classifying occupations.
	10-12	For individuals to understand why occupations may be classified in various ways.

Concept: Leisure time is important to one's well-being.

Goal 2.3 For individuals to understand the function of leisure time in their lives.

Dev. Goal:	K-3	For individuals to understand what leisure time is.
	4-6	For individuals to understand that leisure means different things to different people.
	7-9	For individuals to understand how they make use of their leisure time.
	10-12	For individuals to understand how their value system influences their use of leisure time.

Concept: There are a variety of life styles.

Goal 2.4 For individuals to understand the relationship between occupations and life styles.

Dev. Goal:	K-3	For individuals to understand what constitutes life style.
	4-6	For individuals to understand the differences among life styles.
	7-9	For individuals to understand how occupational choice influences life style.
	10-12	For individuals to understand how life style influences occupational choice.

Domain: LIFE CAREER PLANNING KNOWLEDGE AND SKILLS

Concept: Competency in decision making skills allows individuals increased freedom to control their own lives.

Goal 3.1 For individuals to be competent in decision making skills.

Dev. Goal:	K-3	For individuals to understand the need to make decisions.
	4-6	For individuals to understand how peer influence affects their decisions.
	7-9	For individuals to evaluate the quality of their decision making.
	10-12	For individuals to understand the influence of goals and values in the decision making process.

Concept: One's future is influenced by present planning.

Goal 3.2 For individuals to understand the relationship between present planning and future outcomes.

Dev. Goal:	K-3	For individuals to understand the consequences of their decision making.
	4-6	For individuals to understand that previous decisions will affect present and future decisions.
	7-9	For individuals to understand the need to re-examine decisions regarding future long-range career responsibilities.
	10-12	For individuals to understand the need to re-consider goals and formulate new plans when necessary.

Concept: Career planning requires consideration of alternatives.

Goal 3.3 For individuals to understand the variety of alternatives available to him.

Dev. Goal:	K-3	For individuals to understand the need to identify alternative ways to accomplish goals.
	4-6	For individuals to understand that there are a variety of questions related to deciding on a career choice.
	7-9	For individuals to understand the need for selecting alternatives most consistent with their goals.
	10-12	For individuals to understand the relativity of importance among influences on decisions.

Concept: A changing society necessitates flexibility in career planning.

Goal 3.4 For individuals to understand the need for flexibility.

Dev. Goal:	K-3	For individuals to understand that the factors which influence their decisions may vary.
	4-6	For individuals to understand that decisions are not always planned but sometimes are made spontaneously.
	7-9	For individuals to understand that decisions can be tentative and reversable.
	10-12	For individuals to understand the need for continual evaluation and possible revision of decisions.

Domain: BASIC STUDIES AND OCCUPATIONAL PREPARATION

Concept: Individuals need minimum competencies in order to function in a technical society.

Goal 4.1 For individuals to possess skills that are useful.

Dev. Goal:
- K-3 For individuals to understand the importance of language.
- 4-6 For individuals to understand the variety of ways in which language is used.
- 7-9 For individuals to understand the subtleties of language.
- 10-12 For individuals to understand the usefulness of language skills.

Concept: Educational level influences one's occupational level.

Goal 4.2 For individuals to understand that different occupations have different educational prerequisites.

Dev. Goal:
- K-3 For individuals to understand that there are a variety of educational levels.
- 4-6 For individuals to understand the different types of educational preparation required for various occupations.
- 7-9 For individuals to understand the relationship between levels of education and levels of employment.
- 10-12 For individuals to understand the necessary steps immediately following high school to fulfill their life career plans.

Concept: Education and work are interrelated.

Goal 4.3 For individuals to understand the relationship between in school and out of school learning experiences.

Dev. Goal:
- K-3 For individuals to understand that there are out of school learning experiences.
- 4-6 For individuals to understand that school provides only a part of their learning experiences.
- 7-9 For individuals to understand how participation in school activities can relate to selected occupational areas.
- 10-12 For individuals to understand that school classes and activities will relate to their use of time throughout their lives.

Concept: Education is continuous throughout one's life.

Goal 4.4 For individuals to understand that learning is a life long process.

Dev. Goal:
- K-3 For individuals to understand that past, present and future learnings are related.
- 4-6 For individuals to understand that desire to learn influences learning.
- 7-9 For individuals to develop an appreciation of learning and its relationship to living.
- 10-12 For individuals to understand that continual learning is a part of life adjustment.

SELF KNOWLEDGE AND INTERPERSONAL SKILLS 1.0

Level K-3

Goal 1.1 For individuals to understand the uniqueness of self and others.

Developmental Goal 1.1 For individuals to identify their personal characteristics.

Objectives:

1.11 Individuals will identify ways in which they are unique.

1.12 Individuals will evaluate their performance of specific tasks.

1.13 Individuals will identify tasks they can do well and tasks they cannot do well.

1.14 Individuals will describe their own reactions to a variety of situations.

Goal 1.2 For individuals to be responsible for implementing their goals.

Developmental Goal 1.2 For individuals to understand the importance of personally relevant goals.

Objectives:

1.21 Individuals will name the tasks they will accomplish in a specified time period.

1.22 Individuals will identify realistic goals when determining tasks to be accomplished.

1.23 Individuals will identify alternative ways of reaching a goal and select the alternative most appropriate for them.

1.24 Individuals will name their reasons for selecting a specific goal.

SELF KNOWLEDGE AND INTERPERSONAL SKILLS 1.0

Level K-3

Goal 1.3 For individuals to be able to communicate openly with others.

Developmental Goal 1.3 For individuals to understand the value of expressing their feelings in a socially acceptable manner.

Objectives:

1.31 Individuals will identify their feelings in a variety of situations.

1.32 Individuals will list alternative ways of expressing feelings.

1.33 Individuals will identify the most appropriate way of expressing feelings in a given situation.

1.34 Individuals will describe how the way in which they express feelings affects others.

Goal 1.4 For individuals to be able to exist in harmony with their environment.

Developmental Goal 1.4 For individuals to be aware of their environment.

Objectives:

1.41 Individuals will describe clothing appropriate for various weather conditions.

1.42 Individuals will describe ways in which they are able to assume responsibility in the maintenance of their environment.

1.43 Individuals will identify roles fulfilled by all members of their family.

1.44 Individuals will identify the role they play in the functioning of their family.

SELF KNOWLEDGE AND INTERPERSONAL SKILLS 1.0

Level 4-6

Goal 1.1 For individuals to understand the uniqueness of self and others.

Developmental Goal 1.1 For individuals to understand that their interests and aptitudes influence their activities.

Objectives:

1.11 Individuals will identify academic subjects in which they are most interested.

1.12 Individuals will identify the relationship between their interest in a subject and their performance in that subject.

1.13 Individuals will name their out-of-school interests.

1.14 Individuals will describe ways in which their interests enter into their choice of activities.

Goal 1.2 For individuals to be responsible for implementing their goals.

Developmental Goal 1.2 For individuals to understand the importance of establishing priorities in order to reach goals.

Objectives:

1.21 Individuals will order the tasks to be accomplished within a specified time.

1.22 Individuals will name both long range and immediate goals in establishing priorities.

1.23 Individuals will identify reasons for persons to establish differing priorities.

1.24 Individuals will identify reasons for the priorities they have established.

SELF KNOWLEDGE AND INTERPERSONAL SKILLS 1.0

Level 4-6

Goal 1.3 For individuals to be able to communicate openly with others.

Developmental Goal 1.3 For individuals to understand the need to establish relationships with others.

Objectives:

1.31 Individuals will identify ways in which they are able to help others.

1.32 Individuals will identify ways in which others are able to help them.

1.33 Individuals will describe situations in which it is better to work together than alone.

1.34 Individuals will describe ways people enjoy each other.

Goal 1.4 For individuals to be able to exist in harmony with their environment.

Developmental Goal 1.4 For individuals to understand the demands of their environment.

Objectives:

1.41 Individuals will identify the responsibilities they have to specific groups within their environment.

1.42 Individuals will describe situations in which their environment controls their behavior.

1.43 Individuals will list ways in which they are able to control their environment.

1.44 Individuals will identify ways in which other people influence them.

SELF KNOWLEDGE AND INTERPERSONAL SKILLS 1.0

Level 7-9

Goal 1.1 For individuals to understand the uniqueness of self and others.

Developmental Goal 1.1 For individuals to understand the effects of health and physical development on their performance of tasks.

Objectives:

1.11 Individuals will describe their physiological changes, capabilities, characteristics and limitations.

1.12 Individuals will identify the effects that their health and physical fitness can have on their career.

1.13 Individuals will identify possible relationships between occupations and the physical attributes of an individual.

1.14 Individuals will describe the effect of their physical fitness on their present activities.

Goal 1.2 For individuals to be responsible for implementing their goals.

Developmental Goal 1.2 For individuals to understand the necessity for establishing both short and long range goals.

Objectives:

1.21 Individuals will describe the relationship between establishing priorities and goals and the accomplishment of goals.

1.22 Individuals will name priorities which affect goal setting.

1.23 Individuals will identify examples of short range and long range goals.

1.24 Individuals will construct both short range and long range goals.

SELF KNOWLEDGE AND INTERPERSONAL SKILLS 1.0

Level 7-9

Goal 1.3 For individuals to be able to communicate openly with others.

Developmental Goal 1.3 For individuals to understand the role communication plays in interpersonal relationships.

Objectives:

1.31 Individuals will identify differences between verbal and non-verbal communication.

1.32 Individuals will compare their verbal techniques with those of their peers.

1.33 Individuals will compare their non-verbal techniques with those of their peers.

1.34 Individuals will describe how they react to the verbal and non-verbal communication of others.

Goal 1.4 For individuals to be able to exist in harmony with their environment.

Developmental Goal 1.4 For individuals to understand how family, school, peer group, church, community and work experience influence them.

Objectives:

1.41 The individual will identify the value they place on personal achievement as compared to societal values.

1.42 Individuals will identify how and why personal values change as a result of societal values.

1.43 Individuals will describe how their personal values have been influenced by family values.

1.44 Individuals will identify situations in which they have been influenced by peer group values.

SELF KNOWLEDGE AND INTERPERSONAL SKILLS 1.0

Level 7-9

Goal 1.1 For individuals to understand the uniqueness of self and others.

Developmental Goal 1.1 For individuals to understand, accept and respect their own uniqueness as a result of learning, growth and maturation.

Objectives:

1.11 Individuals will identify their strengths and consider these while developing post-secondary occupational plans.

1.12 Individuals will identify their present interests and achievements.

1.13 Individuals will describe their occupational goals according to their interests, aptitudes and achievements.

1.14 Individuals will identify the successes in their educational program.

Goal 1.2 For individuals to be responsible for implementing their goals.

Developmental Goal 1.2 For individuals to understand that they must evaluate their progress in achieving goals.

Objectives:

1.21 Individuals will describe steps in attaining a goal.

1.22 Individuals will identify external influences on their achievement of stated goals.

1.23 Individuals will identify internal influences on their achievement of stated goals.

1.24 Individuals will evaluate each step as they progress toward a stated goal.

SELF KNOWLEDGE AND INTERPERSONAL SKILLS 1.0

Level 10-12

Goal 1.3 For individuals to be able to communicate openly with others.

Developmental Goal 1.3 For individuals to understand the value of open communication.

Objectives:

1.31 Individuals will identify ways in which open communication contributes to group goals.

1.32 Individuals will describe how open communication facilitates interpersonal understanding.

1.33 Individuals will describe ways in which open communication aids in personal growth.

1.34 Individuals will identify situations in which they have used open communication.

Goal 1.4 For individuals to be able to exist in harmony with their environment.

Developmental Goal 1.4 For individuals to understand methods of dealing with their environment.

Objectives:

1.41 Individuals will describe ways they may act on the social, economic, educational and cultural influences in their environment.

1.42 Individuals will describe the extent to which individual welfare is dependent upon the well-being of all people in the society.

1.43 Individuals will identify the characteristics of individual and societal well-being.

1.44 Individuals will describe how their own ability and efforts allow them to exist in harmony with their environment.

LIFE ROLES, SETTINGS AND EVENTS 2.0

Level K-3

Goal 2.1 For individuals to understand that occupations relate to needs and functions of society.

Developmental Goal 2.1 For individuals to understand the interrelationship of occupations.

Objectives:

2.11 Individuals will list ways in which school workers are dependent upon each others.

2.12 Individuals will describe the consequences of a specific worker not doing their task.

2.13 Individuals will identify workers they are dependent upon in their life.

2.14 Individuals will name workers who are dependent upon them.

Goal 2.2 For individuals to understand that occupations may be classified in several ways.

Developmental Goal 2.2 For individuals to understand that a variety of occupations exist in the world of work.

Objectives:

2.21 Individuals will list occupations found within the school.

2.22 Individuals will list occupations required in building a house.

2.23 Individuals will identify occupations of parents and classmates.

2.24 Individuals will describe occupations found in their community.

LIFE ROLES, SETTINGS AND EVENTS 2.0

Level K-3

Goal 2.3 For individuals to understand the function of leisure time in their life.

Developmental Goal 2.3 For individuals to understand what leisure time is.

Objectives:

2.31 Individuals will identify times during the school day which are considered leisure.

2.32 Individuals will describe how they use their time away from school.

2.33 Individuals will list ways in which parents use "at home" time.

2.34 Individuals will identify activities that they consider "leisure time" activities.

Goal 2.4 For individuals to understand the relationship between occupations and life styles.

Developmental Goal 2.4 For individuals to understand what constitutes life style.

Objectives:

2.41 Individuals will list ways being in school during the day affects their activities.

2.42 Individuals will describe the routine activities of their family.

2.43 Individuals will list ways that their life changes.

2.44 Individuals will describe ways they are able to change their life style.

LIFE ROLES, SETTINGS AND EVENTS 2.0

Level 4-6

Goal 2.1 For individuals to understand that occupations relate to needs and functions of society.

Developmental Goal 2.1 For individuals to understand the need for job specialization within the world of work.

Objectives:

2.11 Individuals will list tasks done by various role models.

2.12 Individuals will list skills required in a variety of occupations.

2.13 Individuals will identify reasons one person could not carry out all tasks within a specific work environment.

2.14 Individuals will list occupations which are required for the maintenance of the community.

Goal 2.2 For individuals to understand that occupations may be classified in several ways.

Developmental Goal 2.2 For individuals to understand characteristics which differentiate occupations.

Objectives:

2.21 Individuals will identify ways in which occupations are similar.

2.22 Individuals will identify ways in which occupations are different.

2.23 Individuals will name occupations which can be classified in several ways.

2.24 Individuals will identify occupations which might be classified within a specific classification.

LIFE ROLES, SETTINGS AND EVENTS 2.0

Level 4-6

Goal 2.3 For individuals to understand the function of leisure time in their life.

Developmental Goal 2.3 For individuals to understand that leisure means different things to different people.

Objectives:

2.31 Individuals will name ways in which their leisure activities differ from their parents' leisure activities.

2.32 Individuals will classify activities as work or leisure according to their own preferences.

2.33 Individuals will classify activities as work or leisure according to others' preferences.

2.34 Individuals will order activities they prefer as leisure activities.

Goal 2.4 For individuals to understand the relationship between occupations and life styles.

Developmental Goal 2.4 For individuals to understand the differences among life styles.

Objectives:

2.41 Individuals will identify ways in which their life style differs from their parents' life styles.

2.42 Individuals will list reasons for different life styles.

2.43 Individuals will identify ways occupations influence life styles.

2.44 Individuals will describe ways an urban life style differs from a rural life style.

LIFE ROLES, SETTINGS AND EVENTS 2.0

Level 7-9

Goal 2.1 For individuals to understand that occupations relate to needs and functions of society.

Developmental Goal 2.1 For individuals to understand the interdependence between occupations and the needs and goals of society.

Objectives:

2.11 Individuals will describe the contribution of a variety of occupations to society.

2.12 Individuals will identify the contribution of workers at various socio-economic levels.

2.13 Individuals will describe how work has helped to overcome social problems in the past.

2.14 Individuals will identify occupations which help resolve social problems.

Goal 2.2 For individuals to understand that occupations may be classified in several ways.

Developmental Goal 2.2 For individuals to understand the various methods of classifying occupations.

Objectives:

2.21 Individuals will group occupations which share similar prerequisites.

2.22 Individuals will identify the many occupations which are involved in the production of a specified item.

2.23 Individuals will identify personal service occupations.

2.24 Individuals will construct an occupational classification system.

LIFE ROLES, SETTINGS AND EVENTS 2.0

Level 7-9

Goal 2.3 For individuals to understand the function of leisure time in their life.

Developmental Goal 2.3 For individuals to understand how they make use of their leisure time.

Objectives:

2.31 Individuals will describe how work and leisure time pursuits are related.

2.32 Individuals will list work attitudes and interests which extend to leisure time.

2.33 Individuals will describe the difference between work, idleness and creative leisure.

2.34 Individuals will list realistic ways to use their time effectively.

Goal 2.4 For individuals to understand the relationship between occupations and life styles.

Developmental Goal 2.4 For individuals to understand how occupational choice influences life style.

Objectives:

2.41 Individuals will describe various occupations in terms of amount of free time available.

2.42 Individuals will identify occupations in relation to geographic location and leisure possibilities.

2.43 Individuals will describe the relationship between salary and life style.

2.44 Individuals will describe the influence of occupational choice on type of social contacts.

LIFE ROLES, SETTINGS AND EVENTS 2.0

Level 10-12

Goal 2.1 For individuals to understand that occupations relate to needs and functions of society.

Developmental Goal 2.1 For individuals to understand how the needs and functions of society are satisfied by a variety of occupations.

Objectives:

2.11 Individuals will identify social and economic benefits associated with several occupations.

2.12 Individuals will describe the roles various occupations play in regulating governmental effects on the economy.

2.13 Individuals will describe several occupations that provide society with protection.

2.14 Individuals will describe several occupations that provide society with medical services.

Goal 2.2 For individuals to understand that occupations may be classified in various ways.

Developmental Goal 2.2 For individuals to understand why occupations may be classified in several ways.

Objectives:

2.21 Individuals will describe several different methods of classifying a list of occupations.

2.22 Individuals will identify the advantages of grouping occupations with similar characteristics.

2.23 Individuals will describe the advantages of one classification system over another in a given situation.

2.24 Individuals will identify the disadvantages of restricting themselves to one method of classification.

LIFE ROLES, SETTINGS AND EVENTS 2.0

Level 10-12

Goal 2.3 For individuals to understand the function of leisure time in their own life.

Developmental Goal 2.3 For individuals to understand how their value system influences their use of leisure time.

Objectives:

2.31 Individuals will construct two lists: a priority listing of their values, and a priority listing of their favorite leisure time activities.

2.32 Individuals will describe how one or more of their listed values influences their interest in a particular leisure time activity.

2.33 Individuals will describe the amount of status attributed to certain leisure activities.

2.34 Individuals will identify psychological needs met by their use of leisure time.

Goal 2.4 For individuals to understand the relationship between occupations and life styles.

Developmental Goal 2.4 For individuals to understand how life style influences occupational choice.

Objectives:

2.41 Individuals will describe a preferred life style.

2.42 Individuals will identify several occupations which would allow them to pursue their preferred life style.

2.43 Individuals will be able to match occupations with probable life styles.

2.44 Individuals will identify the relationship between their aspired life style and the life style of their occupational alternatives.

LIFE CAREER PLANNING KNOWLEDGE AND SKILLS 3.0

Level K-3

Goal 3.1 For individuals to be competent in decision making skills.

Developmental Goal 3.1 For individuals to understand the need to make decisions.

Objectives:

3.11 Individuals will identify situations in which decisions are made.

3.12 Individuals will list ways decision making helps in problem solving.

3.13 Individuals will identify ways in which they depend upon decision making.

3.14 Individuals will describe situations when group decisions should be made.

Goal 3.2 For individuals to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For individuals to understand the consequences of their decision making.

Objectives:

3.21 Individuals will identify the outcomes of their specific decisions.

3.22 Individuals will describe situations in which their decisions affect others.

3.23 Individuals will describe situations in which their decisions will affect only themselves.

3.24 Individuals will name ways of changing an inappropriate decision.

LIFE CAREER PLANNING KNOWLEDGE AND SKILLS 3.0

Level K-3

Goal 3.3 For individuals to understand the variety of alternatives available to them.

Developmental Goal 3.3 For individuals to understand the need to identify alternative ways to accomplish goals.

Objectives:

3.31 Individuals will identify situations in which there is more than one way to accomplish a task.

3.32 Individuals will list their reasons for selecting a specific alternative.

3.33 Individuals will identify reasons one way might be better than another in accomplishing a goal.

3.34 Individuals will describe reasons someone else might choose another alternative.

Goal 3.4 For individuals to understand the need for flexibility.

Developmental Goal 3.4 For individuals to understand that the factors which influence their decisions may vary.

Objectives:

3.41 Individuals will identify factors which affect their decisions.

3.42 Individuals will list ways in which others affect their decisions.

3.43 Individuals will describe ways in which their interests affect their decisions.

3.44 Individuals will identify situations in which environmental conditions affect their decisions.

LIFE CAREER PLANNING KNOWLEDGE AND SKILLS 3.0

Level 4-6

Goal 3.1 For individuals to be competent in decision making skills.

Developmental Goal 3.1 For individuals to understand how peer influence affect their decisions.

Objectives:

3.11 Individuals will describe ways in which what they wear is determined by peer influence.

3.12 Individuals will identify situations in which their behavior is determined by peer influence.

3.13 Individuals will identify situations in which parental influence and peer influence are in conflict.

3.14 Individuals will name situations when peer influence is of value.

Goal 3.2 For individuals to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For individuals to understand that previous decisions will affect present and future decisions.

Objectives:

3.21 Individuals will identify situations in which one decision has led to a series of other decisions.

3.22 Individuals will list decisions made prior to reaching a specific goal.

3.23 Individuals will identify ways specific decisions have limited their alternatives.

3.24 Individuals will identify how present decisions will affect their future.

LIFE CAREER PLANNING KNOWLEDGE AND SKILLS 3.0

Level 4-6

Goal 3.3 For individuals to understand the variety of alternatives available to them.

Developmental Goal 3.3 For individuals to understand that there is a variety of questions related to deciding on a career choice.

Objectives:

3.31 Individuals will identify reasons specific workers have chosen their occupation.

3.32 Individuals will identify what they like about specific occupations.

3.33 Individuals will list tasks required in specific occupations.

3.34 Individuals will describe life styles which currently appeal to them.

Goal 3.4 For individuals to understand the need for flexibility.

Developmental Goal 3.4 For individuals to understand that decisions are not always planned but sometimes are made spontaneously.

Objectives:

3.41 Individuals will identify situations which have required "on-the-spot" decisions.

3.42 Individuals will list reasons for the necessity of immediate decisions.

3.43 Individuals will identify ways in which past decision making helps them to make spontaneous decisions.

3.44 Individuals will describe situations that require planned decisions.

LIFE CAREER PLANNING KNOWLEDGE AND SKILLS 3.0

Level 7-9

Goal 3.1 For individuals to be competent in decision making skills.

Developmental Goal 3.1 For individuals to evaluate the quality of their decision making.

Objectives:

3.11 Individuals will describe the interrelatedness of decisions made in different spheres of life and segments of time.

3.12 Individuals will predict their chances of reaching the occupational level to which they aspire.

3.13 Individuals will identify and utilize appropriate criteria for evaluating occupational information.

3.14 Individuals will compare the ways in which they make decisions with ways others make decisions.

Goal 3.2 For individuals to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For individuals to understand the need to re-examine decisions regarding future long-range career possibilities.

Objectives:

3.21 Individuals will identify skills or knowledge utilized in a preferred occupation which may transfer to another.

3.22 Individuals will identify possible future changes in their preferred occupation.

3.23 Individuals will identify factors which influence change in their preferred occupational field.

3.24 Individuals will identify ways occupational supply and demand influence career planning.

LIFE CAREER PLANNING KNOWLEDGE AND SKILLS 3.0

Level 7-9

Goal 3.3 For individuals to understand the variety of alternatives available to them.

Developmental Goal 3.3 For individuals to understand the need for selecting alternatives most consistent with their goals.

Objectives:

3.31 Individuals will identify occupational alternatives that are most consistent with their goals.

3.32 Individuals will identify the effect of occupational alternatives on their life.

3.33 Individuals will compare their present occupational preference to occupations preferred in the past.

3.34 Individuals will describe how broad economic change could affect their career plans.

Goal 3.4 For individuals to understand the need for flexibility.

Developmental Goal 3.4 For individuals to understand that decisions can be tentative and reversable.

Objectives:

3.41 Individuals will identify situations in which new information would warrant a change in a previously made decision.

3.42 Individuals will describe a decision reversal they have made.

3.43 Individuals will describe the advantages of making a decision that is tentative and reversable.

3.44 Individuals will identify local, state and federal governmental decisions that have been reversed due to new information.

LIFE CAREER PLANNING KNOWLEDGE AND SKILLS 3.0

Level 10-12

Goal 3.1 For individuals to be competent in decision making skills.

Developmental Goal 3.1 For individuals to understand the influence of goals and values in the decision making process.

Objectives:

3.11 Individuals will identify their own values as they relate to work situations.

3.12 Individuals will identify values they hold and list occupations through which these values are promoted.

3.13 Individuals will describe how values and expectations significant others have for them affect career plans.

3.14 Individuals will identify the value they place on personal achievement as compared to society's values.

Goal 3.2 For individuals to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For individuals to understand the need to reconsider goals and formulate new plans when necessary.

Objectives:

3.21 Individuals will identify changes in their community which might cause them to formulate new life career plans.

3.22 Individuals will identify national policy, law and/or economic changes which might cause them to formulate new life career plans.

3.23 Individuals will describe situations in which new information might cause them to reconsider their goals and formulate new ones.

3.24 Individuals will describe situations in which they have reconsidered a goal and formulated new plans in relation to it.

LIFE CAREER PLANNING KNOWLEDGE AND SKILLS 3.0

Level 10-12

Goal 3.3 For individuals to understand the variety of alternatives available to them.

Developmental Goal 3.3 For individuals to understand the relativity of importance among influences on decisions.

Objectives: 3.31 Individuals will describe situations in which their peer group has influenced a decision.

3.32 Individuals will describe how family and familial expectations have influenced their decision making.

3.33 Individuals will identify groups of individuals which have had the greatest influence on their decision making.

3.34 Individuals will identify their own ambitions and expectations which influence their decision making.

Goal 3.4 For individuals to understand the need for flexibility.

Developmental Goal 3.4 For individuals to understand the need for continual evaluation and possible revision of decisions.

Objectives: 3.41 Individuals will identify current environmental changes which required the ability to evaluate and possibly revise present decisions.

3.42 Individuals will describe occupations that have been modified, eliminated or created by technological and societal change.

3.43 Individuals will reconsider goals, formulate new plans, and resolve the differences between the new and old goals and plans.

3.44 Individuals will identify situations in which a given set of facts can support different decisions.

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Level K-3

Goal 4.1 For individuals to possess skills that are useful.

Developmental Goal 4.1 For individuals to understand the importance of language.

Objectives:

4.11 Individuals will list ways language is used in the classroom.

4.12 Individuals will identify workers who rely on language in their occupation.

4.13 Individuals will describe how life would be without language.

4.14 Individuals will list ways in which they rely on language to satisfy their needs.

Goal 4.2 For individuals to understand that different occupations have different educational prerequisites.

Developmental Goal 4.2 For individuals to understand that there are a variety of educational levels.

Objectives:

4.21 Individuals will identify parents' educational level.

4.22 Individuals will describe progression from one educational level to the next.

4.23 Individuals will identify educational level of siblings.

4.24 Individuals will describe reasons for levels of education.

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Level K-3

Goal 4.3 For individuals to understand the relationship between in school and out of school learning experiences.

Developmental Goal 4.3 For individuals to understand that there are out of school learning experiences.

Objectives:

4.31 Individuals will identify television shows which are educational.

4.32 Individuals will list ways they can learn on family trips.

4.33 Individuals will identify places they can observe nature.

4.34 Individuals will identify ways they can learn from people outside of school.

Goal 4.4 For individuals to understand that learning is a life long process.

Developmental Goal 4.4 For individuals to understand that past, present, and future learning are related.

Objectives:

4.41 Individuals will identify things they were not able to do last year that they are able to do now.

4.42 Individuals will describe ways in which their activities will change during the school year.

4.43 Individuals will order their own past intellectual development.

4.44 Individuals will identify ways last week's learning relates to this week's learning.

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Level 4-6

Goal 4.1 For individuals to possess skills that are useful.

Developmental Goal 4.1 For individuals to understand the variety of ways in which language is used.

Objectives:

4.11 Individuals will identify situations during the day in which they use language.

4.12 Individuals will list ways in which written language is used.

4.13 Individuals will identify ways in which oral language is used.

4.14 Individuals will describe ways in which non-verbal communication is used.

Goal 4.2 For individuals to understand that different occupations have different educational prerequisites.

Developmental Goal 4.2 For individuals to understand the different types of educational preparation required for various occupations.

Objectives:

4.21 Individuals will identify the educational preparation required for their parents' occupations.

4.22 Individuals will identify the educational preparation required for occupations in which they are interested.

4.23 Individuals will identify the various educational levels.

4.24 Individuals will identify occupational positions young people are able to hold.

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Level 4-6

Goal 4.3 For individuals to understand the relationship between in school and out of school learning experiences.

Developmental Goal 4.3 For individuals to understand that school provides only a part of their learning experiences.

Objectives:

4.31 Individuals will identify sources of learning other than school.

4.32 Individuals will identify organizations which provide learning experiences for them.

4.33 Individuals will identify ways they can learn while participating in family activities.

4.34 Individuals will describe ways individual interests provide them with learning experiences.

Goal 4.4 For individuals to understand that learning is a life long process.

Developmental Goal 4.4 For individuals to understand that desire to learn influences learning.

Objectives:

4.41 Individuals will identify ways their interests have led them to expand those interests.

4.42 Individuals will describe ways in which curiosity affects learning.

4.43 Individuals will identify situations in which lack of interest affects learning.

4.44 Individuals will identify intrinsic and extrinsic rewards of learning.

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Level 7-9

Goal 4.1 For individuals to possess skills that are useful.

Developmental Goal 4.1 For individuals to understand the subtleties of language.

Objectives:

4.11 Individuals will list several examples of non-verbal communication.

4.12 Individuals will describe the role of slang and colloquialism in communication.

4.13 Individuals will describe the difference between a literal and a figurative translation.

4.14 Individuals will describe the part analogies play in communication.

Goal 4.2 For individuals to understand that different occupations have different educational prerequisites.

Developmental Goal 4.2 For individuals to understand the relationship between level of education and levels of employment.

Objectives:

4.21 Individuals will describe advantages and disadvantages of various levels of education.

4.22 Individuals will construct a table of various occupations, showing the corresponding levels of education necessary for each.

4.23 Individuals will describe a preferred occupation and identify the level of education needed to attain that occupation.

4.24 Individuals will describe why one would go on to achieve more than the minimal amount of education needed for entry into an occupation.

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Level 7-9

Goal 4.3 For individuals to understand the relationship between in school and out of school learning experiences.

Developmental Goal 4.3 For individuals to understand how participation in school activities can relate to selected occupational areas.

Objectives:

4.31 Individuals will list occupations which utilize skills they are learning in present course work.

4.32 Individuals will identify skills required in occupations of interest to them and where these skills can be acquired in school.

4.33 Individuals will identify the relationship between extra curricular activities and a preferred occupational area.

4.34 Individuals will describe the similarities between in school involvement and involvement in activities related to various occupations.

Goal 4.4 For individuals to understand that learning is a life long process.

Developmental Goal 4.4 For individuals to develop an appreciation of learning and its relationship to living.

Objectives:

4.41 Individuals will describe what the phrase "learning for learning's sake" means to them.

4.42 Individuals will describe several instances in which what they learned in school helped in the performance of a task.

4.43 Individuals will identify several ways in which significant others have continued to learn throughout their lives.

4.44 Individuals will describe several ways in which members of various occupations in the community continue to learn.

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Level 10-12

Goal 4.1 For individuals to possess skills that are useful.

Developmental Goal 4.1 For individuals to understand the usefulness of language skills.

Objectives:

4.11 Individuals will list the advantages of understanding how to construct a business letter, a resume, and a letter of inquiry.

4.12 Individuals will identify communication skills associated with a particular occupation.

4.13 Individuals will describe the importance of language skills and levels of occupation.

4.14 Individuals will identify occupations which require specialized terminology.

Goal 4.2 For individuals to understand that different occupations have different educational prerequisites.

Developmental Goal 4.2 For individuals to understand the necessary steps immediately following high school to fulfill their life career plans.

Objectives:

4.21 Individuals will identify options open to them upon graduating from high school.

4.22 Individuals will describe the local job market.

4.23 Individuals will identify the various types of post-high school educational programs available to them that are most consistent with their goals.

4.24 Individuals will review plans made prior to high school graduation and re-evaluate them.

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Level 10-12

Goal 4.3 For individuals to understand the relationship between in school and out of school learning experiences.

Developmental Goal 4.3 For individuals to understand that school classes and activities will relate to their use of time throughout life.

Objectives:

4.31 Individuals will describe their priorities in relation to their choice of in school activities.

4.32 Individuals will describe how what they learn in school relates to their out of school activities.

4.33 Individuals will describe how they pursue their favorite subject through outside activities.

4.34 Individuals will describe school activities they enjoy and how they related to the learning process.

Goal 4.4 For individuals to understand that learning is a life long process.

Developmental Goal 4.4 For individuals to understand that continual learning is a part of life adjustment.

Objectives:

4.41 Individuals will list present learning experiences that they plan to continue on their own beyond high school graduation.

4.42 Individuals will describe out of school activities that they have initiated themself.

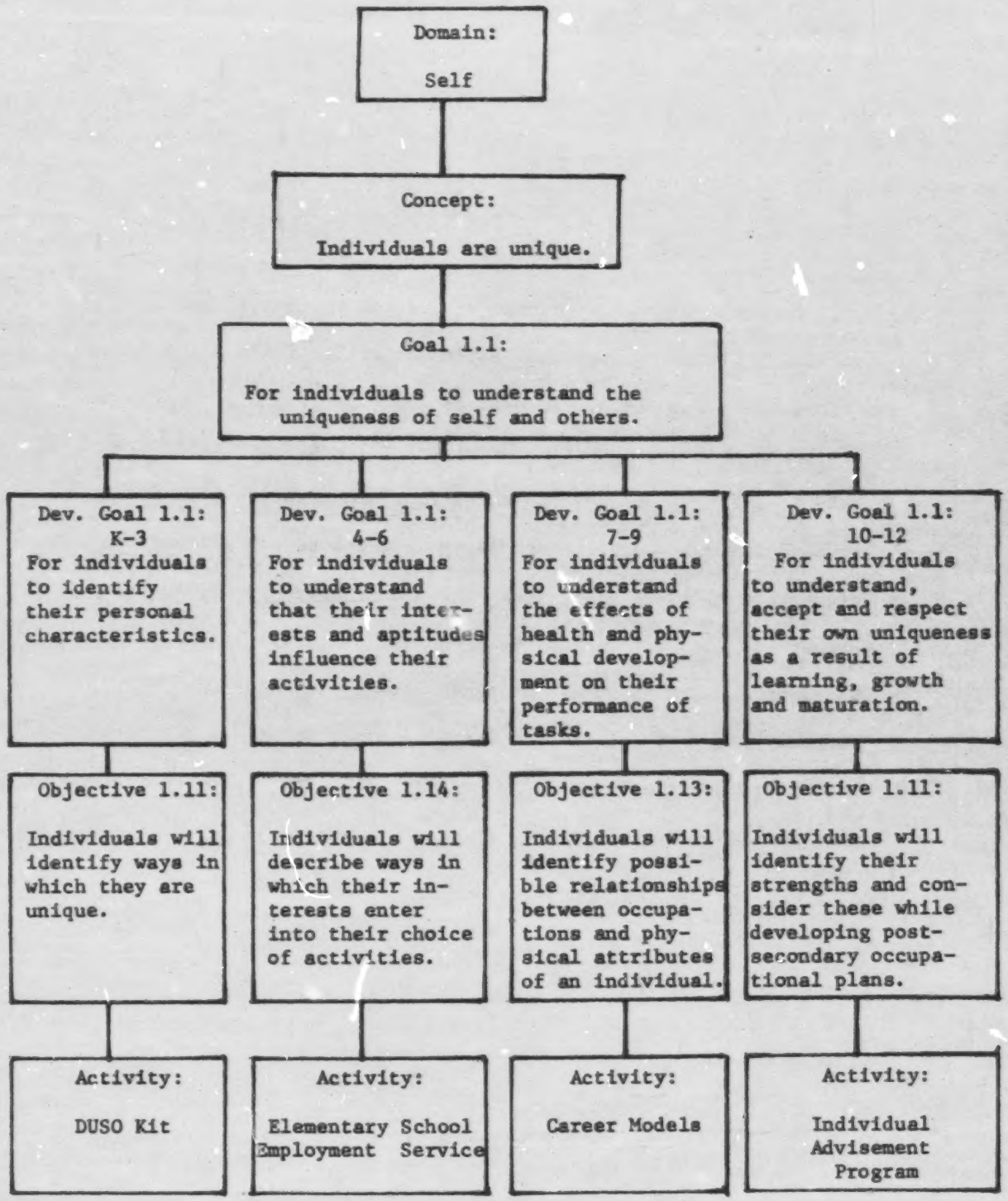
4.43 Individuals will identify occupations in which continued learning is necessary.

4.44 Individuals will identify situations other than in school or on the job where continued learning would be required.

Appendix B

Activities

Appendix B presents sample activities in each of the four Domains. The format for the sample activities follows the format presented in Chapter 3. In each Domain, two sample concepts and goals and four corresponding developmental goals and objectives K-3, 4-6, 7-9, 10-12 were selected from among the samples found in Appendix A. One sample activity is provided for each of these developmental goals and objectives. Activities grouped in this manner for the Self Domain begin on page 106, for the Life Roles, Settings and Events Domain on page 112, for the Life Career Planning Domain on page 126and for the Basic Studies and Occupational Preparation Domain on page 141. A list of resources used in the activities begins on page 156. Additional references are provided on page 162.


Domain:
Self
Concept:
Individuals are unique.
Goal 1.1:
For individuals to understand the uniqueness of self and others.
Dev. Goal 1.1: K-3
For individuals to identify their personal characteristics.
Dev. Goal 1.1: 4-6
For individuals to understand that their interests and aptitudes influence their activities.
Dev. Goal 1.1: 7-9
For individuals to understand the effects of health and physical development on their performance of tasks.
Dev. Goal 1.1: 10-12
For individuals to understand, accept and respect their own uniqueness as a result of learning, growth and maturation.
Objective 1.11:
Individuals will identify ways in which they are unique.
Objective 1.14:
Individuals will describe ways in which their interests enter into their choice of activities.
Objective 1.13:
Individuals will identify possible relationships between occupations and physical attributes of an individual.
Objective 1.11:
Individuals will identify their strengths and consider these while developing post-secondary occupational plans.
Activity:
DUSO Kit
Activity:
Elementary School Employment Service
Activity:
Career Models
Activity:
Individual Advisement Program

ACTIVITY: DUSO KIT
Grade Level K-3

Domain: Self Knowledge and Interpersonal Skills

Goal 1.1: For individuals to understand the uniqueness of self and others.

Dev. Goal 1.1: For individuals to identify their personal characteristics.

Objective 1.11: Individuals will identify ways in which they are unique.

Overview	Implementation	Role of Others
The "Developing Understanding of Self and Others (DUSO) Kit" is a developmental guidance kit to be utilized by the classroom teacher in grades K-3. It may also be used by the counselor (or others) in small group situations. DUSO is the first of two developmental kits based on the Adlerian model of psychology. The DUSO activities make extensive use of listening, inquiry, and discussion approaches to learning. As the title indicates, the activities focus on developing individuals' understanding of themselves as well as others. Components of DUSO Kit D-1 are: storybooks, posters, records or cassettes, puppet and role playing cards, and puppets. The teacher's manual offers excellent suggestions for using the kit.	1. The counselor will organize and conduct staff development sessions to train the staff in the use of the DUSO Kit. All members of the K-3 instructional staff will be included. 2. Following the staff development sessions, the counselor will assist classroom teachers in implementing the DUSO Kit in their instructional programs. 3. The counselor will meet with the librarian and the music teacher to discuss their roles. 4. After program is initiated, the counselor will talk with classroom teachers to identify students who may benefit most from small group interaction. The counselor will establish and conduct the groups. 5. The counselor will determine and carry out follow-up and evaluation methods for the program. Materials: "Developing Understanding of Self and Others: D-I", American Guidance Services, Inc., Circle Pines, Minnesota 55014	Classroom Teachers: implement DUSO in their instruction program. Librarian: provide supplementary reading material as designated in DUSO manual. Music Teacher: provide opportunity for students to learn DUSO songs.

Activity: Elementary School Employment Service
Grade Level 4-6

Domain: Self Knowledge and Interpersonal Skills

Goal 1.1: For individuals to understand the uniqueness of self and others.

Dev. Goal 1.1: For individuals to understand that their interests and aptitudes influence their activities.

Objective 1.14: Individuals will describe ways in which their interests enter into their choice of activities.

Overview	Implementation	Role of Others
Provides students with work experience at a relatively young age and an opportunity to learn about rules of work through simulated job experience. Elementary students are given the opportunity to assess their interests and apply and interview for job positions in the school structure: e.g., safety patrol, service squad, office helpers, lunch and cafeteria helpers.	1. The counselor will initiate the elementary school employment service by organizing a committee of staff and students to carry out the following tasks: -determining the kinds of jobs available, qualifications for specific jobs, interview and selection procedures, time limits, job transfer procedures, employment rules and regulations. -developing necessary materials such as job advertisements, application forms, interview forms. -scheduling procedures which permit students to leave classes to perform jobs. -developing compensation system to be used to recognize student job performance. -publicizing the employment service and encouraging participation. -planning and conducting periodic evaluation to determine necessary modifications. 2. The counselor and the teachers will plan related classroom activities such as learning how to fill out applications and developing appropriate interviewing behaviors. 3. The counselor will recruit community resource people to participate, e.g., personnel managers to simulate interview situations.	Classroom Teachers: support the employment service and provide opportunity for students to participate. Non-instructional Staff: suggest ways they may utilize the employment service. Administrators: provide space for employment service. Community Members: provide opportunity for simulation and role playing exercises. Materials: Dictionary of Occupational Titles (source for exemplary job descriptions) Classified ads Job descriptions, application blanks, interview forms from local businessmen

Activity: Career Models
Grade Level 7-9

Domain: Self Knowledge and Interpersonal Skills

Goal 1.1: For individuals to understand the uniqueness of self and others.

Dev. Goal 1.1: For individuals to understand the effects of health and physical development on their performance of tasks.

Objective 1.13: Individuals will identify possible relationships between occupations and physical attributes of an individual.

Overview	Implementation	Role of Others
Parents and community member volunteers will come to the class during a career related activity unit to model the uniform and/or equipment used in their jobs. They will demonstrate to the class the use of the equipment and explain why a uniform is necessary in their occupations. Emphasis will be given to the physical requirements of their job. If feasible, the students will be given the opportunity to operate the equipment.	1. The counselor will be the main speaker at community meetings to describe some of the career activities and units being experienced in the classroom. 2. Accompanying the counselor to these meetings will be volunteer parents who will demonstrate for the group how they describe their work to students. 3. The counselor will provide a form for those willing to serve as Career Models to complete at the meetings. 4. The counselor will compile the jobs of the volunteers into categories, and then meet with the volunteers, either in groups or individually, to discuss ways they might model their careers. 5. The counselor will also recruit volunteers by sending home letters explaining to parents the Career Model program and asking for volunteers. Continued on next page	Parents: volunteer their services. Community Members: volunteer their services. Classroom Teachers: provide opportunities for career models to visit classroom; assist in creating volunteer interest in the program; plan and prepare students for career model visits. Students: suggest occupations they would like to know more about.

Overview	Implementation	Role of Others
	6. The counselor will work with teachers to discuss the variety of ways Career Models may be used in the classroom. 7. The counselor and teachers will provide means of evaluating the Career Models activity in order to offer suggestions for improvement. Materials: Forms and letters for volunteers.	

Activity: Individual Advisement Program
Grade Level 10-12

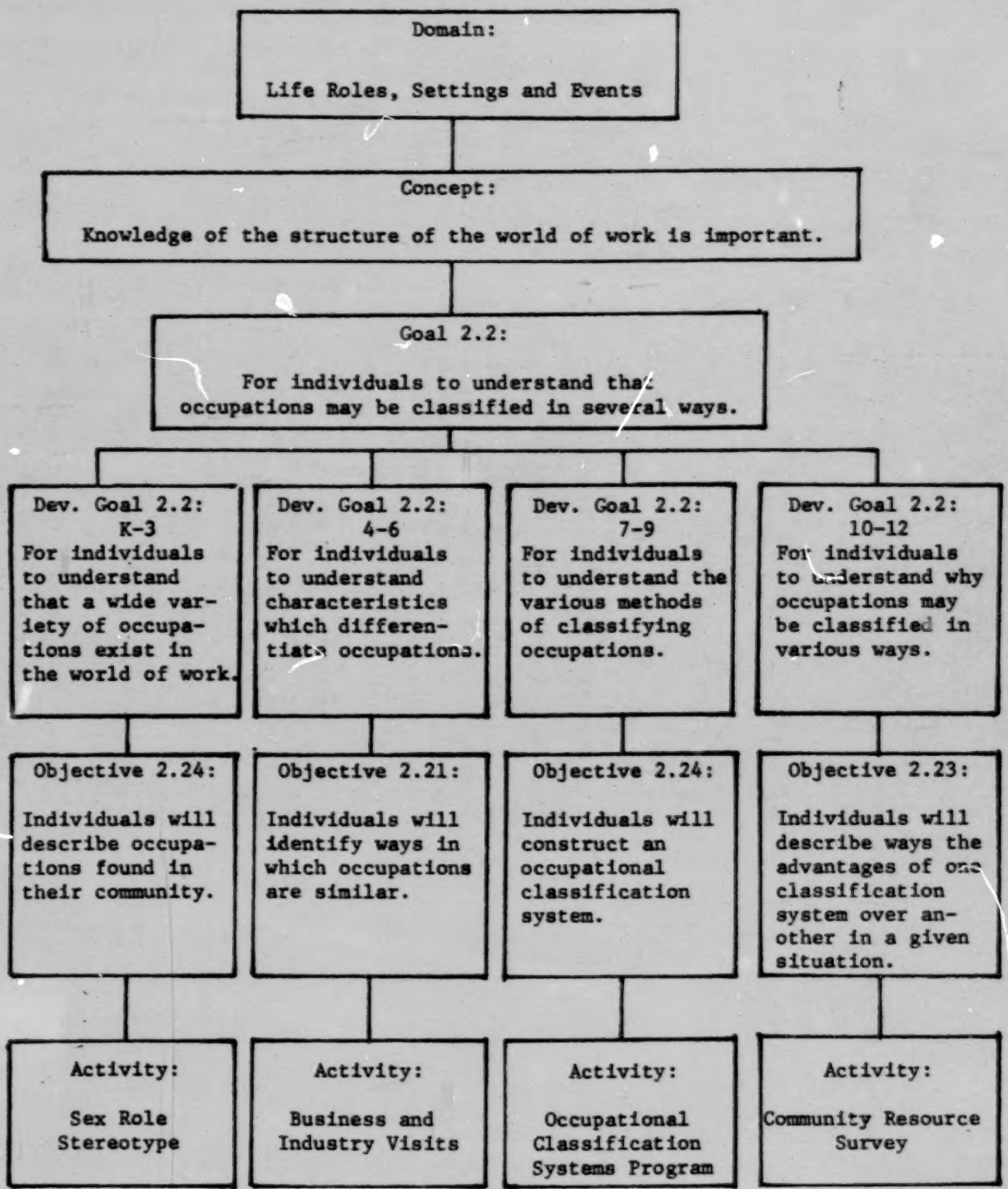
Domain: Self Knowledge and Interpersonal Skills

Goal 1.1: For individuals to understand the uniqueness of self and others.

Dev. Goal 1.1: For individuals to understand, accept and respect their own uniqueness as a result of learning, growth and maturation.

Objective 1.11: Individuals will identify their strengths and consider these while developing post-secondary occupational plans.

Overview	Implementation	Role of Others
This program provides students with personal contact with a staff member for the purpose of personal assessment, planning and evaluation.	1. The counselor and administrator will plan and organize the individual advisement program, e.g., deciding methods of advisor-advisee assignment, providing time within school day for contacts, staff development sessions and evaluation techniques. 2. The counselor will organize and conduct staff development sessions to introduce program to staff. Together counselor and staff will set global goals and objectives and discuss responsibilities of students and advisors. The counselor will familiarize staff with various assessment techniques, such as Holland's "Self Directed Search" and Crites' "Career Maturity Inventory," and occupational and educational materials available in Career Resource Center. All staff will participate in advisor/advisee assignment. 3. The counselor will provide staff members with continued assistance through staff conferences. 4. The counselor will act as a referral agent for students' specific needs. 5. The counselor will make provision for regular follow-up and evaluation activities.	Administrators: assist in planning and implementation. Staff Members: carry out program. Community Members: act as resources for advisement program. Materials: Assessment instruments Occupational and educational materials found in Career Resource Center.


Domain:
Life Roles, Settings and Events
Concept:
Knowledge of the structure of the world of work is important.
Goal 2.2:
For individuals to understand that occupations may be classified in several ways.
Dev. Goal 2.2: K-3
For individuals to understand that a wide variety of occupations exist in the world of work.
Dev. Goal 2.2: 4-6
For individuals to understand characteristics which differentiate occupations.
Dev. Goal 2.2: 7-9
For individuals to understand the various methods of classifying occupations.
Dev. Goal 2.2: 10-12
For individuals to understand why occupations may be classified in various ways.
Objective 2.24:
Individuals will describe occupations found in their community.
Objective 2.21:
Individuals will identify ways in which occupations are similar.
Objective 2.24:
Individuals will construct an occupational classification system.
Objective 2.23:
Individuals will describe ways the advantages of one classification system over another in a given situation.
Activity:
Sex Role Stereotype
Activity:
Business and Industry Visits
Activity:
Occupational Classification Systems Program
Activity:
Community Resource Survey

Activity: Eliminating Sex Role Stereotypes
Grade Level K-3

Domain: Life Roles, Settings and Events

Goal 2.2: For individuals to understand that occupations may be classified in several ways.

Dev. Goal 2.2: For individuals to understand that a wide variety of occupations exist in the world of work.

Objective 2.24: Individuals will describe occupations found in their community.

Overview	Implementation	Role of Others
Sex role stereotyping is begun before children enter school. School personnel can begin in the elementary school to eliminate sex role stereotypes. As students begin their exploration of the world of work, they must view occupations in terms of tasks and interests involved rather than in terms of whether it is performed by male or female.	1. The counselor will examine the attitudes and values displayed in working directly with boys and girls. 2. Staff members will meet together for the purpose of discussing sex stereotyping. This will generate an exchange of opinions and suggestions. 3. The counselor and classroom teachers will utilize the suggestions to plan a developmental program designed to eliminate sex role stereotypes. Some suggested classroom activities are: a. each student will identify tasks performed by various family members. Compile findings on a chart and discuss the fact that most tasks can be performed by either male or female. b. the class will invite several persons such as a telephone linewoman and a male nurse to visit the class. They will discuss with the students why they chose their occupation and problems they encounter. c. students will take a walking or bus tour of their community noting persons performing specific tasks. Continued on next page	Classroom Teachers: plan and implement program to eliminate sex role stereotypes. Administrators: assist in implementation of program. Librarian: order least sexist books and inform teachers of books available. Resource: "Little Miss Muffet Fights Back" (See Resource List) Physical Education Teacher: plan programs to include both boys and girls.

Overview	Implementation	Role of Others
	Upon return to classroom, students will discuss occupations observed in terms of sex stereotyping. 4. The counselor and teachers will examine existing materials and evaluate new materials to include in program. A list of materials, resource persons and on-site visit possibilities will be made available to staff members. 5. Administrators, counselor and staff will study present extra-curricular activities to: a. involve both boys and girls in present activities. b. create new activities in which girls and boys may jointly participate such as, hiking, camping, and ecology projects.	

Activity: Business and Industry Visits
Grade Level 4-6

Domain: Life Roles, Settings and Events

Goal 2.2: For individuals to understand that occupations may be classified in several ways.

Dev. Goal 2.2: For individuals to understand characteristics which differentiate occupations.

Objective 2.21: Individuals will identify ways in which occupations are similar.

Overview	Implementation	Role of Others
These visits will provide students with the opportunity to observe workers in their functional settings. On-site visits provide an opportunity to expand one's base of information. The focus of these will be on the people and the tasks they perform as well as the product they produce. Business and industry visits may be organized around small groups as well as whole classroom groups.	1. The counselor will survey businesses and industries to find those willing to participate in an on-site visitation program. 2. The counselor will contact each business and industry in person to discuss the variety of purposes of on-site visits. 3. The counselor will provide staff members with a listing of participating businesses and industries. 4. The counselor will work with teachers and students to consider the purposes to be accomplished by the visit. 5. The counselor and teacher will plan follow-up and evaluation activities.	Classroom Teacher: plan business and/or industry visits that will enhance instructional program. Community Members: provide opportunity for Business and Industry Visits.

Activity: Occupational Classification Systems
Grade Level 7-9

Domain: Life Roles, Settings and Events

Goal 2.2: For individuals to understand that occupations may be classified in several ways.

Dev. Goal 2.2: For individuals to understand the various methods of classifying occupations.

Objective 2.24: Individuals will construct a classification system for a list of occupations, basing the classification on criteria of their own choice.

Overview	Implementation	Role of Others
The purpose of this program is to provide information about the organization and classification of the world of work. A knowledge of classification systems brings the vast possibilities of the world of work down to a manageable and comprehensible size. Occupational classification systems such as The Dictionary of Occupational Titles, Bureau of Census Classification and Industrial Classification will be utilized.	1. The counselor will create a program designed to familiarize students with several occupational classification systems. The counselor will implement this program by working directly with students in the classroom. Discussion will center around how classifications are made, why classifications are necessary, and ways to utilize existing classification systems. 2. The counselor will organize and conduct a staff development session for the purpose of presenting the content of the Occupational Classification Systems program to the instructional staff. This will apprise staff members of the program so that they may plan related activities. 3. The counselor and administrators will work with staff members to plan class time for program implementation. 4. The counselor will plan follow-up and evaluation activities.	Classroom Teachers: participate in staff development session. Plan and implement related activities. Administrators: assist in planning time for implementation of program. Materials: Dictionary of Occupational Titles Bureau of Census Classification; Job Family Booklets, Science Research Associates, 1965; Office of Education Clustering System

Activity: Community Resource Survey
Grade Level 10-12

Domain: Life Roles, Settings and Events

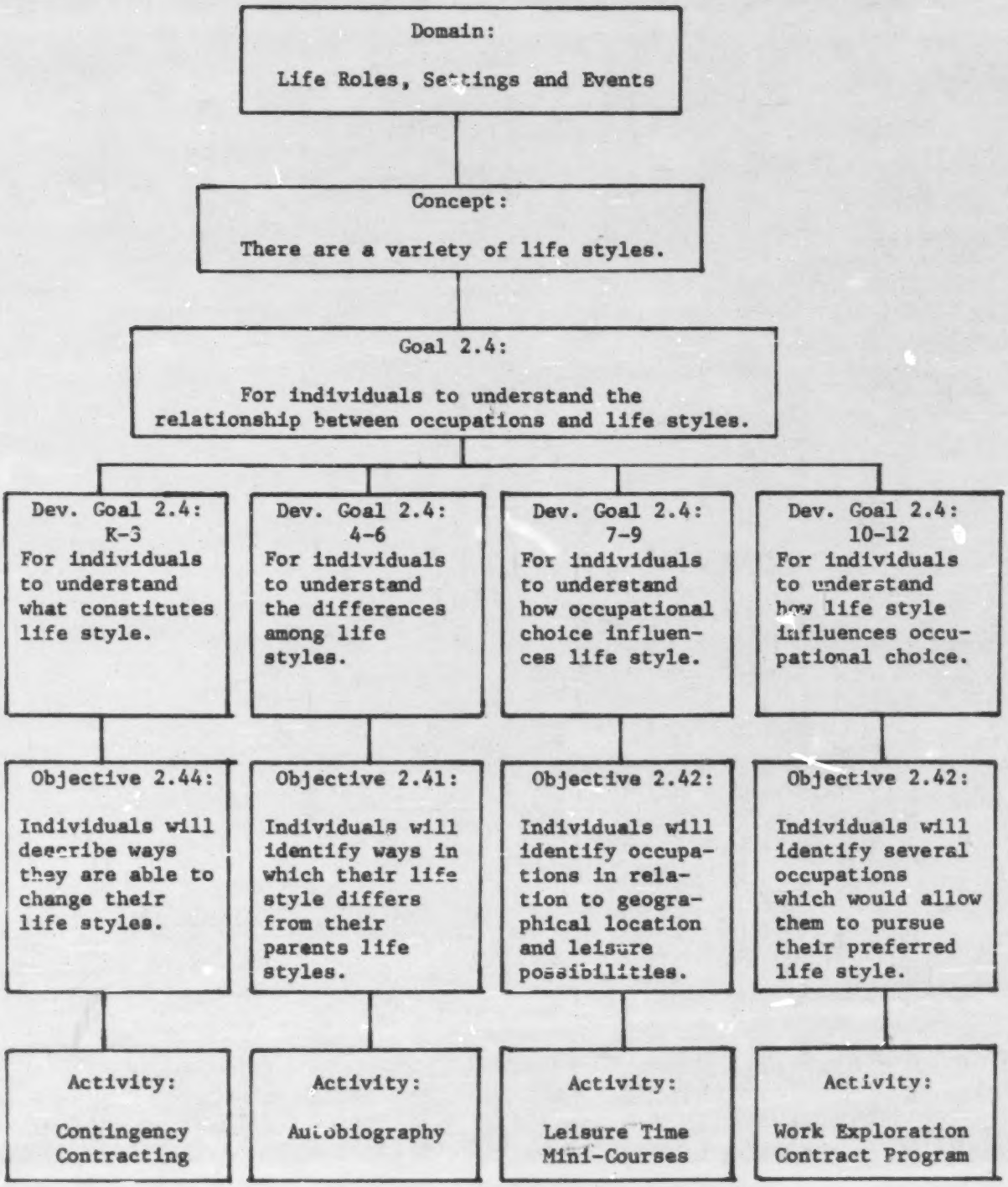
Goal 2.2: For individuals to understand that occupations may be classified in several ways.

Dev. Goal 2.2: For individuals to understand why occupations may be classified in various ways.

Objective 2.23: Individuals will describe the advantages of one classification system over another in a given situation.

Overview	Implementation	Role of Others
The Community Resource Survey provides involvement on the part of students and other members of the community in the exploration of the world of work. Through actual interviews with local people in various work settings, students develop a current, highly relevant picture of the local job market. From these interviews students will classify information into a card file to be utilized in the Career Resource Center.	1. The counselor will initiate the Community Resource Survey and stimulate teacher, student and community interest. 2. A letter will be sent by the counselor to resource people explaining the purpose of the survey as it relates to the total career guidance program. 3. The counselor and students will work together to develop interview procedures and forms to be used. 4. Students will select a specified number of community contacts and with the aid of the counselor will arrange interviews. 5. Following the interviews, the counselor will work with the students to organize a filing system. 6. The file will be placed in the Career Resource Center where it will be readily accessible. Continued on next page.	Classroom Teachers: suggest possible contacts and utilize the Community Survey file in their curriculum. Community Members: participate in Community Survey and provide resource and on-site visit possibilities. Students: plan and participate in initiating community contacts, establishing Community Survey file and updating the file.

Overview	Implementation	Role of Others
	7. Students and staff may make use of the resource file in several ways. For example: a. to find sources for field trips b. to locate persons in the community for classroom visits or interviews c. to identify sources for world of work exploration experiences 8. The counselor and students will periodically update the file to ascertain whether resource persons are still interested in continuing as consultants, and to increase the number of resource people through additional community contacts. Materials: List of possible community contacts such as: 1. parents 2. former students 3. membership listings of civic and union groups Interview forms	


Domain:
Life Roles, Settings and Events
Concept:
There are a variety of life styles.
Goal 2.4:
For individuals to understand the relationship between occupations and life styles.
Dev. Goal 2.4: K-3
For individuals to understand what constitutes life style.
Dev. Goal 2.4: 4-6
For individuals to understand the differences among life styles.
Dev. Goal 2.4: 7-9
For individuals to understand how occupational choice influences life style.
Dev. Goal 2.4: 10-12
For individuals to understand how life style influences occupational choice.
Objective 2.44:
Individuals will describe ways they are able to change their life styles.
Objective 2.41:
Individuals will identify ways in which their life style differs from their parents life styles.
Objective 2.42:
Individuals will identify occupations in relation to geographical location and leisure possibilities.
Objective 2.42:
Individuals will identify several occupations which would allow them to pursue their preferred life style.
Activity:
Contingency Contracting
Activity:
Autobiography
Activity:
Leisure Time Mini-Courses
Activity:
Work Exploration Contract Program

Activity: Contingency Contracting
Grade Level K-3

Domain: Life Roles, Settings and Events

Goal 2.4: For individuals to understand the relationship between occupations and life styles.

Dev. Goal 2.4: For individuals to understand what constitutes life style.

Objective 2.44: Individuals will describe ways they are able to change their life styles.

Overview	Implementation	Role of Others
Contingency contracting is a procedure in which a reward or reinforcement is presented contingent upon performance of a specified behavior. Students will identify the behavior to be modified and specify the terms of the contract.	1. The counselor will conduct staff development sessions for the purpose of presenting the procedure for establishing contingency contracts within the classroom. 2. Classroom teacher and counselor will present "Contingency Contracting" to students. 3. Counselor will assist students and teachers with identification of behaviors to be modified. Students might also be used to monitor each others' progress on contracts. 4. Counselor will provide follow-up and evaluation procedures. Materials: How to Use Contingency Contracting in the Classroom, Lloyd Homme, Research Press, 1969.	Students: identify behavior to be modified. Establish realistic terms for contract. Provide encouragement for others on contract. Teacher: plan contingency contracting with counselor. Assist students in monitoring contracts.

Activity: Autobiography
Grade Level 4-6

Domain: Life Roles, Settings and Events

Goal 2.4: For individuals to understand the relationship between occupations and life styles.

Dev. Goal 2.4: For individuals to understand the differences among life styles.

Objective 2.41: Individuals will identify ways in which their life style differs from their parents' life styles.

Overview	Implementation	Role of Others
Through semi-structured creative writing experiences, students express their interests, attitudes and feelings. Photographs and drawings may be included. The autobiographies are not meant to be critically evaluated but may be shared with class members. After class members are finished using the autobiographies, they will be filed for future reference by teachers, students and counselors. The autobiography represents one part of a file kept as an indication of a student's ongoing interests.	1. The counselor and teachers will work together on creating a module designed to help students verbalize their interests, attitudes and feelings. 2. The counselor may use the autobiographies in individual or group discussions. 3. The counselor will work with the administrators to provide a place for the files to be maintained.	Classroom Teachers: carry out activities to facilitate students' expression of interests, attitudes and feelings. Student: identify interest patterns and compare with parents and significant others.

Activity: Leisure Time Mini-Courses
Grade Level 7-9

Domain: Life Roles, Settings and Events

Goal 2.4: For individuals to understand the relationship between occupations and life styles.

Dev. Goal 2.4: For individuals to understand how occupational choice influences life style.

Objective 2.42: Individuals will identify occupations in relation to geographic location and leisure possibilities.

Overview	Implementation	Role of Others
Leisure time mini-courses will provide students hands-on experiences with a variety of leisure activities. This program will offer students the opportunity to compare the leisure time activities of their geographical area with the leisure activities of other geographical areas. Implementation of this program relies on student, staff and community resources. All of these persons may be involved in the teaching of leisure time mini-courses.	1. The counselor will discuss with administrators and other staff members the importance of preparing the students for the satisfying use of leisure time. 2. The counselor will compile a list of activities the school staff members have indicated they would be willing to teach. 3. This list will be distributed to students who will add any other activities they would like to explore. They will then indicate the five activities in which they are most interested. 4. The counselor will tally the list to determine the activities to be offered. 5. The counselor will determine with the school staff, interested students and community members who will teach the leisure time mini-courses. 6. The counselor will distribute the final list of activities to the students who will indicate their first, second and third preference. Continued on next page	School Staff: volunteer to teach a mini-course of their choice. Students: volunteer to teach a mini-course in an area in which they feel competent. Community Members: volunteer to teach a mini-course in an area in which they feel competent.

Overview	Implementation	Role of Others
	7. The counselor and mini-course instructors will use the students' preferences to establish a schedule and activity participants. A schedule based on a nine week quarter might be to offer three week mini-courses with students rotating at the end of each three weeks. In one quarter, each student will have participated in three mini-courses. Different mini-courses may be offered each quarter depending upon student interest. 8. The counselor will provide for evaluation of mini-courses by students, staff and community members.	

Activity: Work Exploration Contract Program
Grade Level 10-12

Domain: Life Roles, Settings and Events

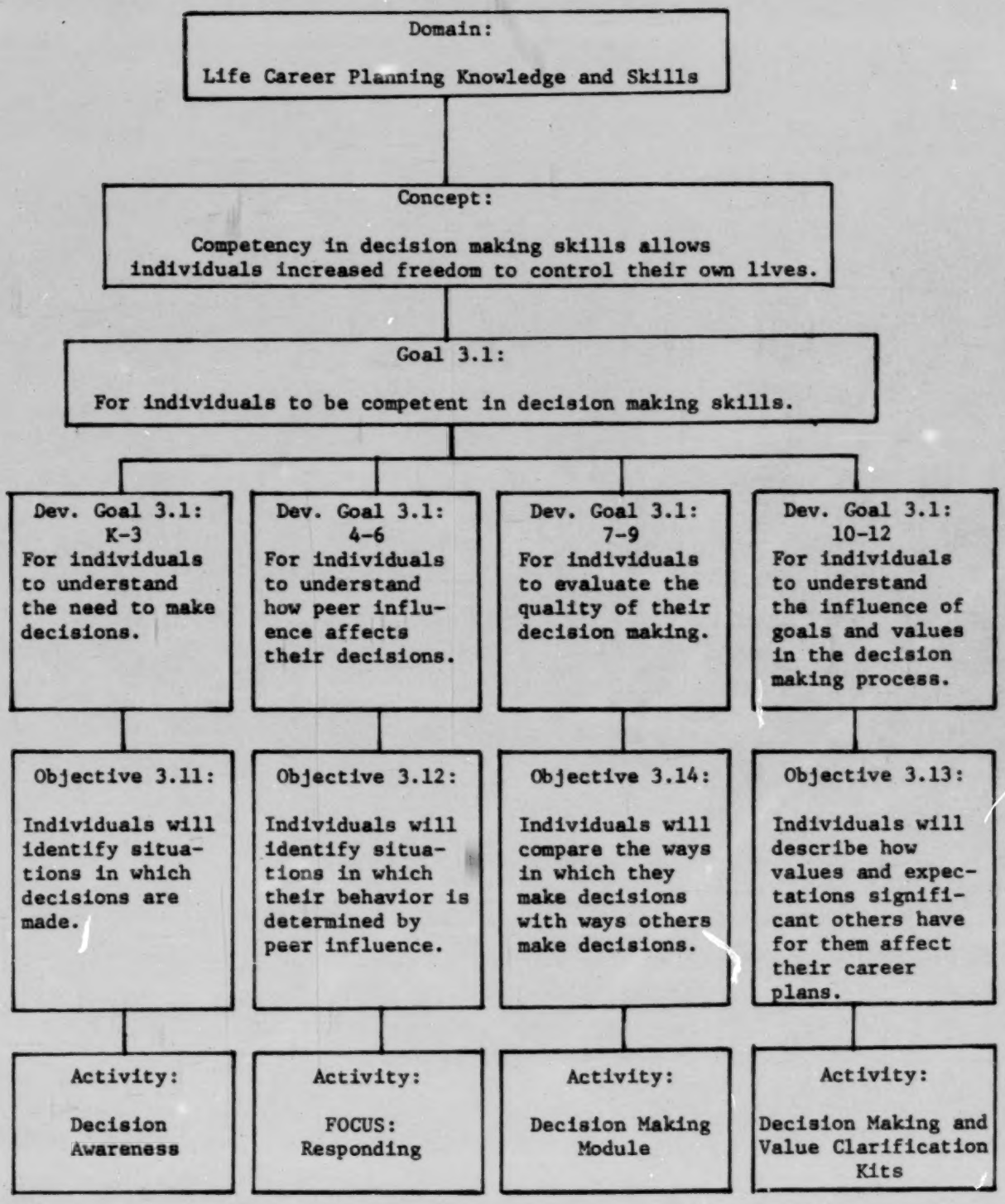
Goal 2.4: For individuals to understand the relationship between occupations and life styles.

Dev. Goal 2.4: For individuals to understand how life style influences occupational choice.

Objective 2.42: Individuals will identify several occupations which would allow them to pursue their preferred life style.

Overview	Implementation	Role of Others
The Work Exploration Contract provides senior high students the option of getting involved in a directed work experience to help them reality test their goals and work values. Students are given an opportunity for guided work or volunteer experience in a local business or industry as a part of their curricular experience. The program is designed to involve all students and could be scheduled in a variety of ways throughout the school year and summer (interim program, Christmas experience, semester option, etc.).	1. The counselor will discuss the structure and content of the Work Exploration Contract Program with teachers and administrators to enlist their support for coordination. A time will be determined for implementing the program. 2. The counselor will discuss with students their interests and preferences for a Work Exploration Contract. Together they will establish goals and objectives for the program and the procedure for developing, writing, and implementing the contract. Progress report forms and evaluation forms will be developed. 3. The counselor will contact local businesses, industries, and agencies to obtain commitments to the Work Exploration Contract Program. Each student will share responsibility with counselor for setting up his or her Work Exploration Contract with the employer. The terms of the contract may include the following: a. hours and dates of employment b. student's expected outcomes c. employer's expected outcomes d. evaluation (and feedback) procedures Continued on next page	Administrators: aid in scheduling time for the program. Community Members: act as employers in implementing Work Exploration Contracts. Students: participate in planning and implementation of their individual contracts.

Overview	Implementation	Role of Others
	4. The counselor and students will work together to evaluate the program. 5. The counselor will conduct follow-up studies of former students for the purposes of improving the program and determining long-range value to students. Materials: Contracts Evaluation and progress forms Community Resource File	


Domain:
Life Career Planning Knowledge and Skills
Concept:
Competency in decision making skills allows individuals increased freedom to control their own lives.
Goal 3.1:
For individuals to be competent in decision making skills.
Dev. Goal 3.1: K-3
For individuals to understand the need to make decisions.
Dev. Goal 3.1: 4-6
For individuals to understand how peer influence affects their decisions.
Dev. Goal 3.1: 7-9
For individuals to evaluate the quality of their decision making.
Dev. Goal 3.1: 10-12
For individuals to understand the influence of goals and values in the decision making process.
Objective 3.11:
Individuals will identify situations in which decisions are made.
Objective 3.12:
Individuals will identify situations in which their behavior is determined by peer influence.
Objective 3.14:
Individuals will compare the ways in which they make decisions with ways others make decisions.
Objective 3.13:
Individuals will describe how values and expectations significant others have for them affect their career plans.
Activity:
Decision Awareness
Activity:
FOCUS: Responding
Activity:
Decision Making Module
Activity:
Decision Making and Value Clarification Kits

Activity: Decision Awareness
Grade Level K-3

Domain: Life Career Planning Knowledge and Skills

Goal 3.1: For individuals to be competent in decision making skills.

Dev. Goal 3.1: For individuals to understand the need to make decisions.

Objective 3.11: Individuals will identify situations in which decisions are made.

Overview	Implementation	Role of Others
This module of activities provides students with opportunities to become aware that they make a multitude of decisions daily. Elements of decision making, such as planning, prediction and time concepts will be included.	1. The counselor and teachers will work together to create a module of activities to implement Decision Awareness in the classroom. Some suggested activities are: a. Decision Charts: The class will develop a series of charts which depict decisions made during various time segments, e.g., from getting up to arrival at school; from beginning to end of recess; during lunch and from time school ends until dinner. In discussions students will become aware that the series of decisions they make differs from those others make. b. Plan-A-Day: The class will work together to plan the classroom activities for a day. After the activities have been decided, the students will identify influences upon their decisions such as: which decisions had to be made immediately, which decisions were made by others for them, which decisions depended upon previously made decisions, and which decisions could have been made later in the day. They will discuss those decisions which were most difficult to make and why. Continued on next page	Classroom Teachers: work with counselor to plan, implement and evaluate Decision Awareness program. Community Members: act as life-style models and respond to students' life-style predictions.

Overview	Implementation	Role of Others
	c. Life-Style Prediction: The class will be divided into small groups (3-6 students). Each group will decide on one occupation they find interesting. Together they will discuss and predict what type of life style a person in this occupation might have and will chart their predictions in terms of: hours on the job, home life, leisure activities, job responsibilities and duties, salary, and job entry requirements. The groups will check the accuracy of their predictions in one of a number of ways: 1. Using the Community Resource File, obtain an address of a community member in the occupation. Send predictions to the community member and request a reaction to predictions. 2. Contact the community members by telephone and report to the class the accuracy of their predictions. 3. Invite the community members to the class to check the accuracy of their predictions. 4. Check occupational information literature as to the accuracy of their predictions. d. Evaluating Alternatives: Working in small groups, the students will identify alternative ways of accomplishing a specific task. From their lists, each group will select what they feel to be the best alternative. After the task is completed, the class will discuss reasons for their selection of alternatives.	

Continued on next page

Overview	Implementation	Role of Others
	2. The counselor will be available to assist the classroom teacher in the implementation of this program. 3. The counselor will plan small group activities for those students having difficulty with Decision Awareness. 4. The counselor will plan with classroom teachers and students methods for evaluating the program.	

Activity: FOCUS Kit (Stage Two: Responding)
Grade Level 4-6

Domain: Life Career Planning Knowledge and Skills

Goal 3.1: For individuals to be competent in decision making skills.

Dev. Goal 3.1: For individuals to understand how peer influence affects their decisions.

Objective 3.12: Individuals will identify situations in which their behavior is determined by peer influence.

Overview	Implementation	Role of Others
"FOCUS: Responding," like "FOCUS: Awareness" is based on Krathwohl, et.al.'s Taxonomy of Educational Objectives, Affective Domain. Its purpose is to bring out the students' ideas about themselves, others and their environment, to get them to think about those things and to respond in a personally relevant way. There are nineteen units dealing with such topics as feelings, family and peer relationships, problem solving and the world of work. It is designed for use in the classroom by the classroom teacher, but may be utilized by other school personnel in small groups. Components of the program are: filmstrips, story records, photoboards and comprehensive teacher's guide.	1. The counselor will organize and conduct staff development sessions. If all three FOCUS Kits are to be implemented, staff development sessions may include all K-6 personnel. 2. Following the staff development sessions, the counselor will assist classroom teachers in implementing the FOCUS Kit in their instructional programs. 3. The counselor will meet with the librarian to discuss ways library materials and library personnel may be utilized. 4. After program is initiated, the counselor will talk with classroom teachers to identify students who may benefit from small group interaction. The counselor will establish and conduct the groups. 5. The counselor will determine and carry out follow-up and evaluation methods for the program. Materials: "FOCUS on Self Development--Stage Two: Responding," Science Research Associates.	Classroom Teacher: implement FOCUS into instructional program; aid in identification of students with specific needs. Librarian: provide supplementary readings and audio-visual materials designated in FOCUS manual.

Activity: Decision Making Module
Grade Level 7-9

Domain: Life Career Planning Knowledge and Skills

Goal 3.1: For individuals to be competent in decision making skills.

Dev. Goal 3.1: For individuals to evaluate the quality of their decision making.

Objective 3.14: Individuals will compare the ways in which they make decisions with ways others make decisions.

Overview	Implementation	Role of Others
A module of activities which allows the student to practice the decision making process. The experiences will include simulating future and present decision making situations. Through group work individuals will be able to compare the way they make decisions with the way others make decisions. The culminating ninth grade activity will be that the student will utilize decision making skills in planning for high school.	1. The counselor will develop a module of simulated decision making activities. Some suggestions are: a. Life Style Planning: Small groups of students (3-6) will plan a typical week in a hypothetical student's life. This life style plan will include classtime, leisure activity, interaction with others, and daily responsibility. Each group will plan a graphic presentation of their student's week, explaining how they used the decision making process in their group experience. b. Educator-For-A-Day: In this activity, students assume the roles of school personnel for one day. Students must decide the role for which they will apply and why they feel they can fulfill that role. The counselor will work with the Student Government to establish and carry out procedures for this activity. These will include: methods of applying for positions, interviewing and selection procedures. Those selected will plan with their role model the activities for the day. Three types of evaluation will culminate this activity: Continued on next page	Community Members: act as role models for simulation experience.

Overview	Implementation	Role of Others
	The students who assumed roles will evaluate their roles in terms of the advantages and disadvantages of that role as a future occupation for them. They will also identify decisions they made in fulfilling their role. Students in classes will evaluate activity in terms of their feelings about the "Educator-For-A-Day" program. The counselor and staff will evaluate the overall value of the "Educator-For-A-Day" activity. c. Career Simulation: This activity will take place for a period of one week during which students will project themselves into the world of work. Students will simulate the role of a worker in terms of the following: interests, personality characteristics, aptitudes, training requirements, employment opportunity, and job entry procedures. At the end of the week, students will reach a decision of acceptance or rejection of this worker role in terms of an occupational possibility for themselves. 2. The counselor will plan with the instructional staff a time to implement this program. 3. The counselor will plan with students methods of evaluating this program.	

Activity: Decision Making and Value Clarification Kits
Grade Level 10-12

Domain: Life Career Planning Knowledge and Skills

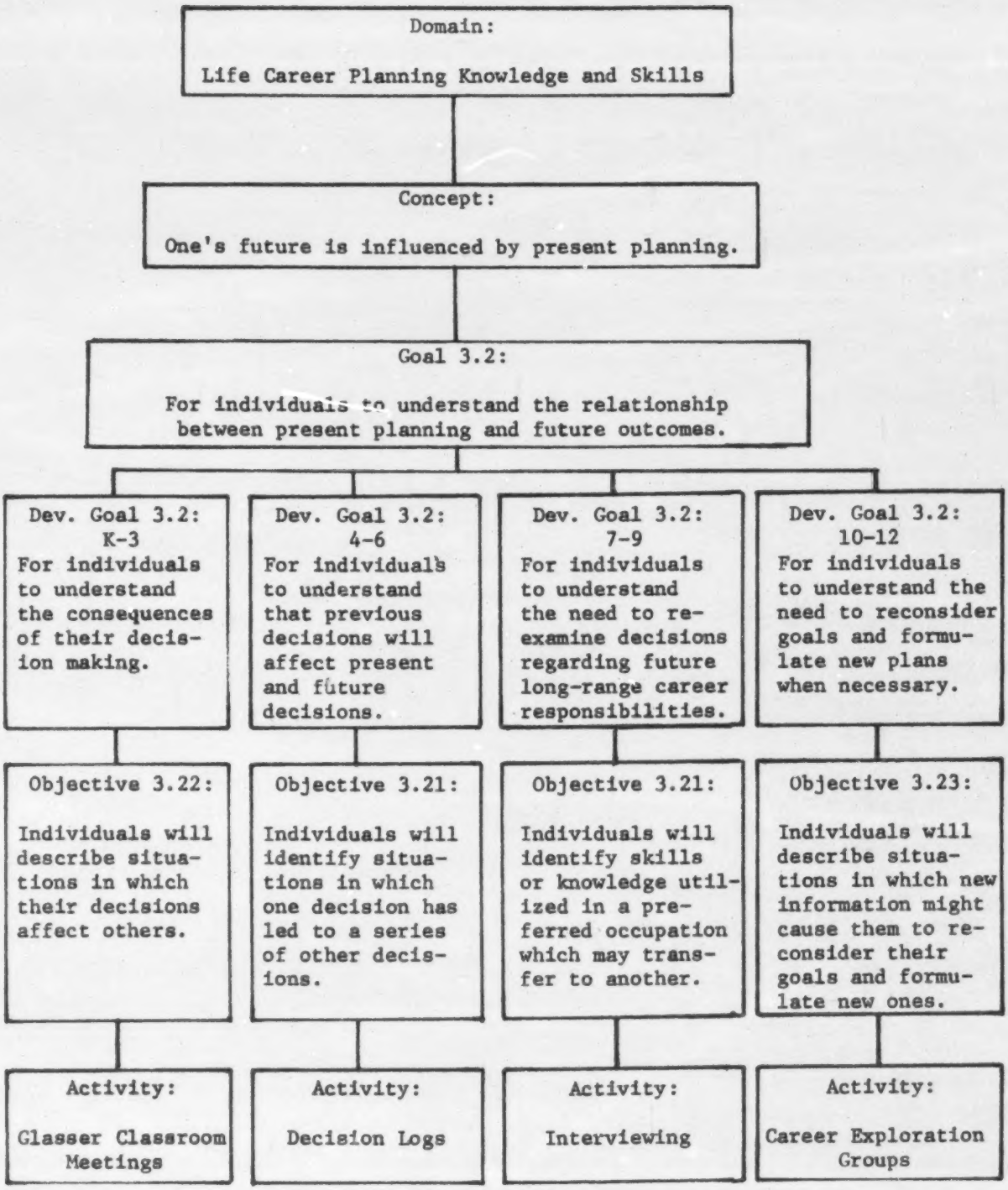
Goal 3.1: For individuals to be competent in decision making skills.

Dev. Goal 3.1: For individuals to understand the influence of goals and values in the decision making process.

Objective 3.13: Individuals will describe how values and expectations significant others have for them affect their career plans.

Overview	Implementation	Role of Others
Several developmental kits have been published for the purposes of increasing decision making skills and to enhance value clarification. Three kits have been selected for presentation in this activity. They are: 1. "Search for Values": The high school portion of the "Dimensions of Personality" series. Activities in the kit include a recording of daily value decisions in the form of a diary. Thus, students begin looking at their lives and the influence their values have on them. Individual as well as group activities are included. 2. "Career Decisions": This kit published by the J. C. Penney Company, aids students in becoming aware of the many influences upon job choice. Elements of occupational choice such as personal assessment, job attitudes, values and job market are examined. Continued on next page	1. To prepare for this activity, counselor will become familiar with the suggested kits as well as other decision making and value clarification materials. 2. The counselor and administrators will plan and implement a staff development session. 3. The counselor and classroom teachers will plan individual classroom decision making and value clarification programs to be implemented. 4. The counselor will be available to assist teachers with specific implementation problems and/or to supply additional resources. 5. The counselor will organize small group activities for those students who need additional skills in the decision making process. 6. The counselor and classroom teacher will plan follow-up and evaluation activities.	Classroom Teachers: plan, implement and evaluate program for decision making and value clarification. Administrators: plan staff development sessions with counselor. Materials: -"Career Decisions" Gelatt, Varenhorst, Carey. -"Deciding" College Entrance Examination Board, 1972 -Programs for Educational and Career Exploration (P.E.C.E.), University of Georgia, 1970. -"Search for Values" Pflaum/Standard, 1972.

Overview	Implementation	Role of Others
3. "Deciding": Published by College Entrance Examination Board, this program is intended for use with junior and senior high school students to help them to learn more about themselves and about a systematic process for making decisions. Counselors, teachers, and other educators who wish to teach decision making will find this kit very helpful.		


Domain:
Life Career Planning Knowledge and Skills
Concept:
One's future is influenced by present planning.
Goal 3.2:
For individuals to understand the relationship between present planning and future outcomes.
Dev. Goal 3.2: K-3
For individuals to understand the consequences of their decision making.
Dev. Goal 3.2: 4-6
For individuals to understand that previous decisions will affect present and future decisions.
Dev. Goal 3.2: 7-9
For individuals to understand the need to re-examine decisions regarding future long-range career responsibilities.
Dev. Goal 3.2: 10-12
For individuals to understand the need to reconsider goals and formulate new plans when necessary.
Objective 3.22:
Individuals will describe situations in which their decisions affect others.
Objective 3.21:
Individuals will identify situations in which one decision has led to a series of other decisions.
Objective 3.21:
Individuals will identify skills or knowledge utilized in a preferred occupation which may transfer to another.
Objective 3.23:
Individuals will describe situations in which new information might cause them to reconsider their goals and formulate new ones.
Activity:
Glasser Classroom Meetings
Activity:
Decision Logs
Activity:
Interviewing
Activity:
Career Exploration Groups

Activity: Glasser Classroom Meetings
Grade Level K-3

Domain: Life Career Planning Knowledge and Skills

Goal 3.2: For individuals to understand the relationship between present planning and future outcomes.

Dev. Goal 3.2: For individuals to understand the consequences of their decision making.

Objective 3.22: Individuals will describe situations in which their decisions affect others.

Overview	Implementation	Role of Others
Glasser Classroom Meetings are designed as a non-judgmental problem solving technique. The basic group-types are: social-problem-solving, open-ended and educational diagnostic. One of the features of Glasser Classroom Meetings is that all staff members are urged to participate as group leaders. The group leader, though a facilitator, is considered an equal member of the group. The focus is on making decisions which will affect the group positively. It is suggested that classroom meetings be held daily. Reference: Schools Without Failure, William Glasser, Harper and Row, 1969.	1. After obtaining commitment from the administrators, the counselor will plan and conduct staff development sessions. It is suggested that a Glasser Representative be utilized. 2. The counselor will model Glasser Classroom Meetings for the classroom teachers. 3. The counselor will assist staff in initiating Glasser Meetings into instructional program. 4. The counselor will plan with staff members times when personnel such as principal, nurse, physical education teacher, etc. will act as classroom group leaders. 5. The counselor will be available for consultation as well as acting as a group leader. 6. The counselor will provide for follow-up and evaluation activities. Additional information available through: Educator Training Center 2140 West Olympic Boulevard Los Angeles, California 90006	Staff Members: participate in planning and implementing of Glasser Classroom Meetings.

Activity: Decision Logs
Grade Level 4-6

Domain: Life Career Planning Knowledge and Skills

Goal 3.2: For individuals to understand the relationship between present planning and future outcomes.

Dev. Goal 3.2: For individuals to understand that previous decisions will affect present and future decisions.

Objective 3.21: Individuals will identify situations in which one decision has led to a series of other decisions.

Overview	Implementation	Role of Others
Students will keep a Log of their decisions. The Logs will enable students to compare and contrast their decisions with those of others, to know that everything they do involves making a decision, and to understand that one decision leads to a series of decisions.	1. The counselor will model making a Decision Log for staff members. Together they will discuss classroom usage of the Logs. 2. Either the counselor or the classroom teacher will model Decision Logs for the students. 3. The students will construct with the teacher a log of decisions affecting classroom activities. 4. For a specified period of time, students will keep a Decision Log. 5. The students and teachers will determine how Decision Logs may be used in classroom. 6. The counselor and teacher will plan follow-up and evaluation. 7. The counselor will work in small groups with those having difficulty making and implementing appropriate decisions.	Classroom Teachers: implement utilization of Decision Logs into classroom activities.

Activity: Interviewing
Grade Level 7-9

Domain: Life Career Planning Knowledge and Skills

Goal 3.2: For individuals to understand the relationship between present planning and future outcomes.

Dev. Goal 3.2: For individuals to understand the need to re-examine decisions regarding future long-range career responsibilities.

Objective 3.21: Individuals will identify skills or knowledge utilized in a preferred occupation which may transfer to another.

Overview	Implementation	Role of Others
Interviewing persons actually engaged in specific forms of work gives students, at all levels, first hand knowledge not only of the job itself, but of the way in which the worker perceives that job. Younger students familiarize themselves with broad aspects of various occupations and the settings in which they occur, while older ones gain more specific information about particular jobs in terms of training requirements, job descriptions, and employment opportunities. By interviewing workers in a variety of occupations, students will be able to compare roles as to their similarities and differences.	1. The counselor will make contact with community members to establish a file of those willing to be interviewed. 2. The counselor will organize and plan for staff development sessions which will allow teachers to expand their knowledge of the interviewing process. 3. Staff development sessions will include the following: a. elements of the skill of interviewing b. use of media in the interviewing process c. ways of communicating to others the information received in interview. 4. Staff members will be provided with opportunities to conduct actual interviews. 5. The counselor will work with classroom teachers to arrange times for students to conduct interviews and to report their findings.	Classroom Teachers: attend staff development sessions and plan with counselor ways of implementing Interviewing into program. Community Members: serve as resources for interviews.

Activity: Career Exploration Groups
Grade Level 10-12

Domain: Life Career Planning Knowledge and Skills

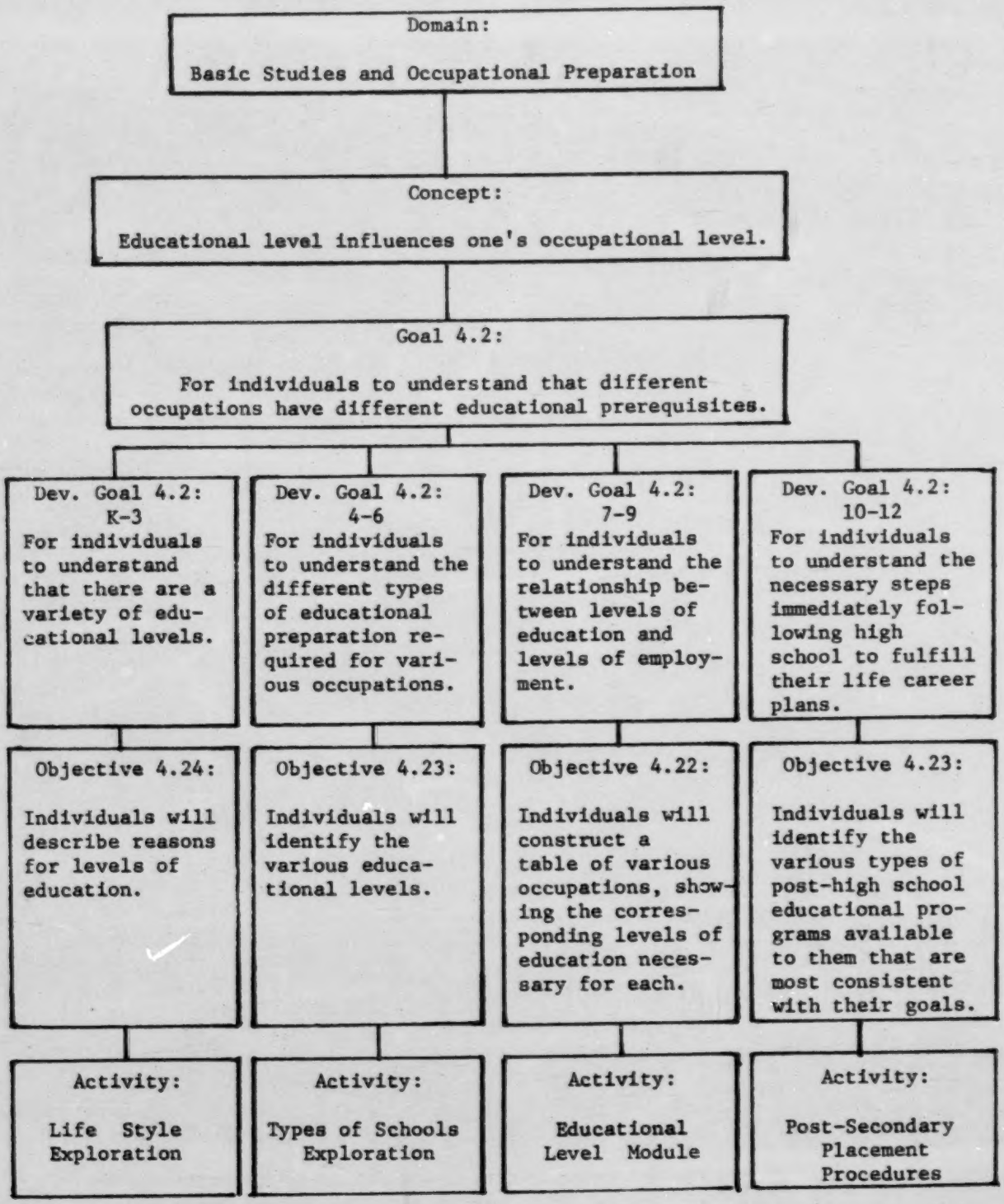
Goal 3.2: For individuals to understand the relationship between present planning and future outcomes.

Dev. Goal 3.2: For individuals to understand the need to reconsider goals and formulate new plans when necessary.

Objective 3.23: Individuals will describe situations in which new information might cause them to reconsider their goals and formulate new ones.

Overview	Implementation	Role of Others
Students are provided with the opportunity to participate in small group activities designed to accomplish three specific purposes: to increase self awareness, to increase career decision-making skills, to increase career and/or educational awareness. Students will share their interests, ambitions, abilities and values. They will discuss these in relation to planning for the future.	1. The counselor will plan group activities to be implemented with all sophomore and/or junior students. 2. Career Exploration Group experiences might be as follows: a. Vocational Histories: The counselor will model own vocational history, followed by the participants telling their own vocational histories to this point in their lives. b. Values and Decision Making: The counselor will conduct exercises and discussions in value clarification and decision making. c. Self Awareness: Students will be responsible for gathering information about themselves (e.g., "Self Directed Search" by Holland, achievement test scores, course grades, aptitude and interest scores). After collecting the data, the students will discuss aspects of the information that relate to immediate and long-range decisions. Continued on next page	Administrators: support counselor by providing time for students to be excused from classes. Classroom Teachers: provide opportunity for students to participate in groups. Participate in follow-up activities as requested by counselor. Materials: -"Deciding": Gelatt, et. al., College Entrance Examination Board, 1972. -Behavior Therapy and Beyond, Lazarus, A. A.

Overview	Implementation	Role of Others
	d. Fantasy Trip: A relaxation exercise such as those suggested by Lazarus in Behavior Therapy and Beyond, is conducted by the counselor. The counselor then leads the students on a fantasy trip which allows them to project a work day ten years in their future. The participants imagine people, places and things they encounter at specific times during a routine day. After completion of fantasy trip, a discussion of individual experiences during fantasy trip is held. e. Evaluation: The counselor and students will evaluate this experience in terms of personal relevance for students as well as future benefit for other students. Written evaluations from each student are suggested. 3. The counselor will plan with the administration and staff, procedures and time for implementing the program. It is suggested that students involved be excused from classes for one day to participate in Career Exploration Groups. These activities may be broken into separate sessions although each session would last more than one hour. 4. The counselor will conduct follow-up activities, e.g., provide opportunities for students to pursue expressed interests, establish further exploration groups for those interested.	


Domain:
Basic Studies and Occupational Preparation
Concept:
Educational level influences one's occupational level.
Goal 4.2:
For individuals to understand that different occupations have different educational prerequisites.
Dev. Goal 4.2: K-3
For individuals to understand that there are a variety of educational levels.
Dev. Goal 4.2: 4-6
For individuals to understand the different types of educational preparation required for various occupations.
Dev. Goal 4.2: 7-9
For individuals to understand the relationship between levels of education and levels of employment.
Dev. Goal 4.2: 10-12
For individuals to understand the necessary steps immediately following high school to fulfill their life career plans.
Objective 4.24:
Individuals will describe reasons for levels of education.
Objective 4.23:
Individuals will identify the various educational levels.
Objective 4.22:
Individuals will construct a table of various occupations, showing the corresponding levels of education necessary for each.
Objective 4.23:
Individuals will identify the various types of post-high school educational programs available to them that are most consistent with their goals.
Activity:
Life Style Exploration
Activity:
Types of Schools Exploration
Activity:
Educational Level Module
Activity:
Post-Secondary Placement Procedures

Activity: Life Style Exploration
Grade Level K-3

Domain: Basic Studies and Occupational Preparation

Goal 4.2: For individuals to understand that different occupations have different educational prerequisites.

Dev. Goal 4.2: For individuals to understand that there are a variety of educational levels.

Objective 4.24: Individuals will describe reasons for levels of education.

Overview	Implementation	Role of Others
This activity involves students in the exploration of a number of life styles in order that they may see how the level of education influences one's life style. In examining various life styles, students will also become aware that there are a wide variety of family life styles, each varying in occupational and leisure time activities.	1. The counselor will discuss the life style concept in terms of student awareness with the classroom teacher. 2. The counselor and teachers will plan activities and a time for implementation of a Life Style Exploration module. Suggested activities are: a. Life Style Exploration: Students and teacher will discuss different family combinations such as: -non-working father, working mother -working mother, no father -single parent The class will then make a list to match these family combinations with their family and other families they know. From this list, the students will decide on three or four different life styles to be explored by the students. Persons exemplifying these life styles will be invited to classroom. The teacher will help prepare students for the visitors by reviewing good interview techniques (see Activity: Interviewing in this section) and elicit appropriate questions for each visitor, for example: Continued on next page	Community Members: serve as resources to be interviewed by students. Parents: serve as life style resources for taped interviews. Classroom Teacher: plan, implement, and evaluate the Life Style Exploration module with the counselor.

Overview	Implementation	Role of Others
	-Who works in the family? -What preparation did you have for your occupation? -What are your leisure time activities? -Does you job affect your leisure time? How? -Who cares for the children? -Who cleans house and cooks? After interviewing the visitor, students will decide a follow-up activity: -Draw a picture of the type of family interviewed and keep it in a Life Style Diary. -Write a class experience chart. -Write a personal reaction to each presentation. b. Each student will check out a class cassette tape recorder to interview either one of their parents or an adult friend. The interviewer might ask the following questions: -What type of family did you grow up in? -What influenced your choice of occupation? -How much education does your job require? -What do you do with your leisure time? After the interview, students will present their tape to the class. 3. Students and teacher will plan follow-up and evaluation activities for the Life Style Exploration module.	

Activity: Type of Schools Exploration
Grade Level 4-6

Domain: Basic Studies and Occupational Preparation

Goal 4.2: For individuals to understand that different occupations have different educational prerequisites.

Dev. Goal 4.2: For individuals to understand the different types of educational preparation required for various occupations.

Objective 4.23: Individuals will identify the various educational levels.

Overview	Implementation	Role of Others
Exploration of the various types of schools will enable the student to become aware of the many educational opportunities that exist. Developing an awareness at this age will offer students a wide range of alternatives from which to choose when making educational decisions at a later point in their lives.	1. The counselor will discuss with the classroom teachers the various types of schools. The counselor will also provide the classroom teachers with available literature. 2. The counselor and classroom teachers will formulate activities to develop student awareness of the types of schools. Suggested activities are: a. Using the yellow pages of a metropolitan area, the students will identify different types of schools. Individually or in groups, students will select a school to be explored. They will gain the following information: -entrance requirements, e.g., age limits, educational background and references needed -programs offered -length of programs -cost of program -jobs graduates are able to obtain After information has been obtained, presentations will be prepared to communicate findings to the class. Continued on next page	Classroom Teachers: plan, implement and evaluate program. Community Members: serve as resources for interviews.

Overview	Implementation	Role of Others
	b. Each student will select an occupation to be explored in terms of education and skill requirements. Students will use community members and other resources, such as telephone book or catalogs, to discover the educational requirements for this occupation. The teacher will provide time to share information with the class. c. Individually or in groups, students will select neighborhood workers to interview. The following information will be gained: -skills required in occupation -where skill is obtained -how long did it take to learn skill -previous experience necessary -promotion requirements After the information has been obtained, students will work together to compare and contrast various occupations and their educational requirements. 3. The counselor, teacher and students will plan follow-up and evaluation activities. Materials: Metropolitan Area Yellow Pages Educational Literature	

Activity: Educational Level Module
Grade Level 7-9

Domain: Basic Studies and Occupational Preparation

Goal 4.2: For individuals to understand that different occupations have different educational prerequisites.

Dev. Goal 4.2: For individuals to understand the relationship between levels of education and levels of employment.

Objective 4.22: Individuals will construct a table of various occupations, showing the corresponding levels of education necessary for each.

Overview	Implementation	Role of Others
This activity provides students with a comprehensive view of the world of work in terms of subject areas and educational level, e.g., what occupations exist for a high school graduate who is interested in science. It will enable students to become aware of the occupations available at a specific educational level. Reference: The Teacher's Role in Career Development, Tennyson, et. al., APGA, 1971.	1. The counselor will make two sets of occupational/educational level charts available to students and teachers in the Career Resource and Placement Center. 2. The counselor and teachers will plan for the utilization of these charts in each subject area. 3. Each teacher will be responsible for utilizing the chart with students in their specific subject areas. Activities to be implemented include: a. Introducing the chart to the class. b. Reviewing the chart in terms of educational level. c. Discuss occupations on the chart in terms of their interdependence and importance. d. Having students research those occupations in which they are interested. 4. Students will review the occupational/educational level charts available in the Career Resource and Placement Center for the purpose of becoming familiar with the charts not presented in any of their classes. Continued on next page	Classroom Teacher: plan and implement activities to utilize the occupational/educational level charts.

Overview	Implementation	Role of Others
	5. Students will develop an occupational/educational level chart depicting occupations of interest to them. 6. Counselor, teachers, and students will discuss personal charts in classes. 7. Counselor, teachers, and students will plan follow-up and evaluation activities. Materials: two sets of "Careers Related to Subject Area" Charts, Minnesota Department of Education.	

Activity: Post-Secondary Placement Procedures
Grade Level 10-12

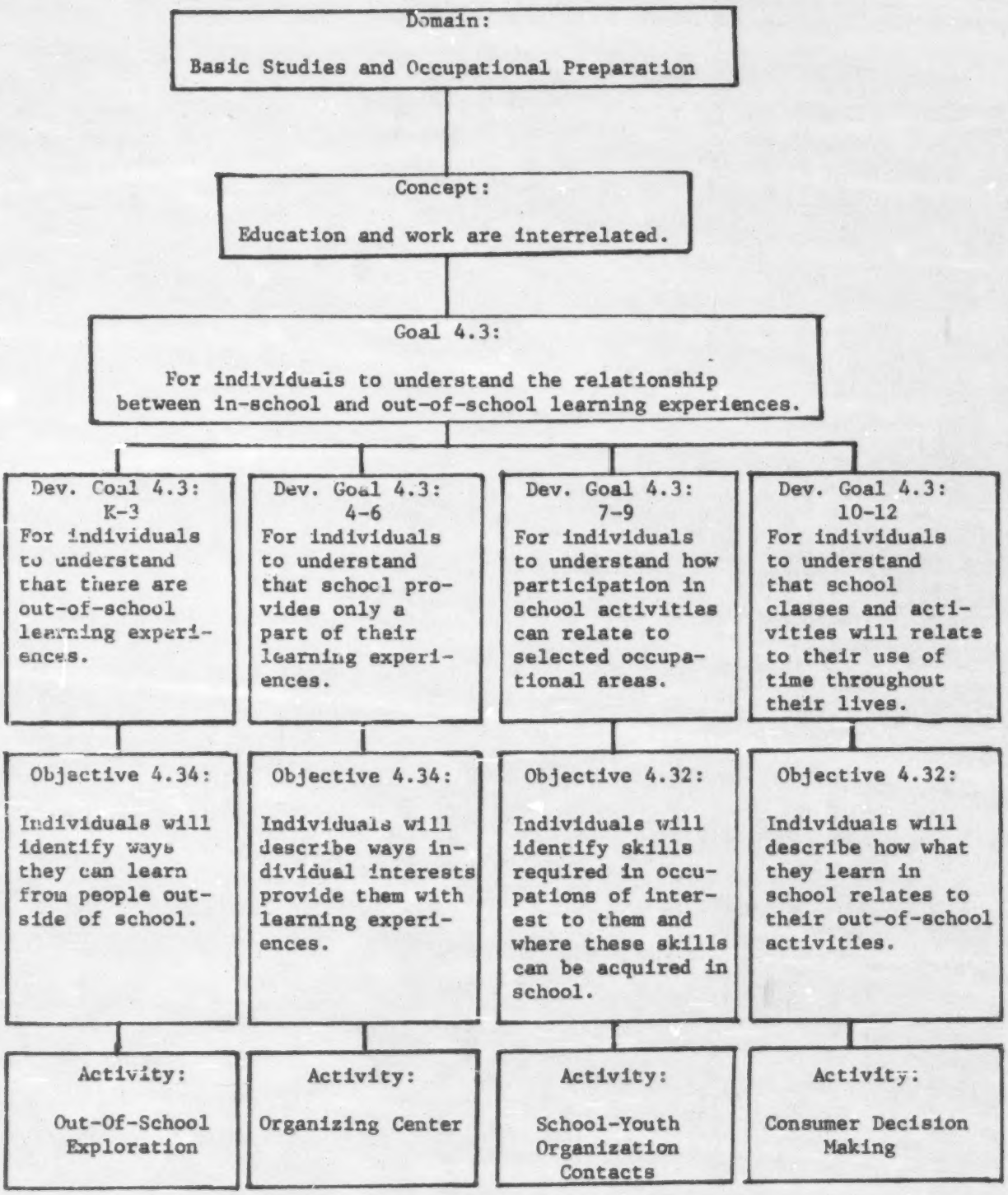
Domain: Basic Studies and Occupational Preparation

Goal 4.2: For individuals to understand that different occupations have different educational prerequisites.

Dev. Goal 4.2: For individuals to understand the necessary steps immediately following high school to fulfill their life career plans.

Objective 4.23: Individuals will identify the various types of post-high school educational programs available to them that are most consistent with their goals.

Overview	Implementation	Role of Others
Students need information to implement post-secondary plans. The counselor must be responsible for familiarizing students with procedures to be followed for job entry or for additional training.	1. The counselor will be responsible for the planning and implementation of this program. The program will be implemented in both large group activities and individual contacts with students. 2. In preparing students for job entry or additional training, the counselor will conduct the following activities: a. How to make initial contact: -by phone -in person -in writing b. How to complete application forms c. How to write a resumé d. How to prepare for an interview 3. The counselor will work individually or in groups with students to aid them in the implementation of their specific plans. This might include procedures for taking entrance examinations or taking students to the United State Employment Service (U.S.E.S.) Office. 4. The counselor and students will plan and implement evaluation and follow-up activities.	Classroom Teachers: plan time for implementation of Post-Secondary Placement Procedures Program. Community Members: serve as resources for information about placement procedures in specific occupations.


Domain:
Basic Studies and Occupational Preparation
Concept:
Education and work are interrelated.
Goal 4.3:
For individuals to understand the relationship between in-school and out-of-school learning experiences.
Dev. Goal 4.3: K-3
For individuals to understand that there are out-of-school learning experiences.
Dev. Goal 4.3: 4-6
For individuals to understand that school provides only a part of their learning experiences.
Dev. Goal 4.3: 7-9
For individuals to understand how participation in school activities can relate to selected occupational areas.
Dev. Goal 4.3: 10-12
For individuals to understand that school classes and activities will relate to their use of time throughout their lives.
Objective 4.34:
Individuals will identify ways they can learn from people outside of school.
Objective 4.34:
Individuals will describe ways individual interests provide them with learning experiences.
Objective 4.32:
Individuals will identify skills required in occupations of interest to them and where these skills can be acquired in school.
Objective 4.32:
Individuals will describe how what they learn in school relates to their out-of-school activities.
Activity:
Out-Of-School Exploration
Activity:
Organizing Center
Activity:
School-Youth Organization Contacts
Activity:
Consumer Decision Making

Activity: Out-Of-School Exploration
Grade Level K-3

Domain: Basic Studies and Occupational Preparation

Goal 4.3: For individuals to understand the relationship between in-school and out-of-school learning experiences.

Dev. Goal 4.3: For individuals to understand that there are out-of-school learning experiences.

Objective 4.34: Individuals will identify ways they can learn from people outside of school.

Overview	Implementation	Role of Others
This activity is designed to help students become aware that there are a number of learning opportunities outside the school setting. The student will become aware of situations in which it is necessary to utilize sources other than the school to gain information.	1. The counselor will work with the classroom teachers in identifying potential sources of learning in the community. Some possible sources are: libraries, museums, senior citizens, police department, fire department, and the park and recreation department. 2. The counselor will contact community sources to discuss ways students may use them to gain information. 3. The counselor will share the information gained from the survey with the classroom teacher and together they will develop activities to provide students with exploration of out-of-school resources. Suggested activities are: a. Classroom teacher and students will survey out-of-school resources and will create an Out-Of-School Resource File. The students will discuss the resources that exist for them outside school. Students and teacher will then develop a list of information to obtain for the survey, such as hours the resource is open, special events, etc. A letter will be sent to the parents to inform them of this activity and to enlist their assistance in transporting the student to the community source, if necessary. Continued on next page	Community Members: serve as sources for information. Parents: Provide transportation for students making community contacts for the Out-of-School Resource File. Classroom Teachers: plan, implement and evaluate program with counselor.

Overview	Implementation	Role of Others
	After students have made the contact, they will transfer the information gained to an index card to be filed in the Out-Of-School Resource File. b. The classroom teachers and counselor will work together for form a list of situations in which students must seek information or help from sources other than the school. Examples are: -Your mother suddenly becomes ill. What do you do? -All the clocks in your house have stopped. Name three ways you could find out what time it is. -You want to read a book about horses. Where do you go? -You want to go swimming at the pool but aren't sure when it's open. How do you find out? Students may carry out this activity either individually or in groups. c. Each student will be assigned an information seeking task to be completed outside of school such as times a specific movie starts, when the next home baseball game is, hours the local library is open or how to join a Little League team. Students will report back to class sources they used to obtain information. 4. Counselor and classroom teachers will evaluate the "Out-Of-School Exploration" activities.	

Activity: Organizing Center
Grade Level 4-6

Domain: Basic Studies and Occupational Preparation

Goal 4.3: For individuals to understand the relationship between in-school and out-of-school learning experiences.

Dev. Goal 4.3: For individuals to understand that school provides only a part of their learning experiences.

Objective 4.34: Individuals will describe ways individual interests provide them with learning experiences.

Overview	Implementation	Role of Others
The Organizing Center is a common place for students and teacher to begin an exploration of the World of Work. It may be ANYTHING--a thing, an idea, an activity, a place, a skill or a person. The Organizing Center is designed to provide the classroom teacher with a tool which may be used to accomplish a number of objectives. Students' individual interests will be the Organizing Center. The student and teacher will work together to create activities around this Organizing Center. Reference: Project ABLE Peoria Project (See Resource List)	1. The counselor will organize and conduct staff development sessions to implement the Organizing Center concept. 2. In these sessions, the staff will create learning experiences around an exemplary Organizing Center, such as the piano or insects. 3. The following points will be emphasized in the planning: a. People Centeredness: What person or persons in the world of work will be utilized? Consider total life style. b. Productivity: What can students produce to interest others in their experiences? c. Organizational Scheme: What sources of learning are available to students? Where may they go? What may they see? Who may they interview? d. Relevance of Curriculum: How many people, places and things can be utilized in teaching the basic skills and concepts? e. Parent Involvement: How may parents contribute to the accomplishment of goals? f. Culmination: How may activities be drawn together so that others may see accomplishments and so that students can synthesize information gained? Continued on next page	Classroom Teacher: generating students' awareness of personal interests and stimulating activities. Community Members: provide resources for Organizing Center. Students: identify personal interests and help create activities to explore these interests.

Overview	Implementation	Role of Others
	4. The counselor will plan and carry out follow-up contacts with individual staff members for the purpose of evaluation and to lend support. Materials: Peoria Project: Career Awareness and Exploration, Peoria, Illinois. Project ABLE, Northern Illinois University. Teaching for Career Development in the Elementary School, A Life Centered Approach, Walter Wernick, Charles A. Jones Publishing Company, Worthington, Ohio, 1973.	

Activity: School-Youth Organization Contacts
Grade Level 7-9

Domain: Basic Studies and Occupational Preparation

Goal 4.3: For individuals to understand the relationship between in-school and out-of-school learning experiences.

Dev. Goal 4.3: For individuals to understand how participation in school activities can relate to selected occupational areas.

Objective 4.32: Individuals will identify skills required in occupations of interest to them and where these skills can be acquired in school.

Overview	Implementation	Role of Others
Coordination and cooperation between school and youth organizations is often overlooked as a part of the counselor's responsibility. Many of the youth organizations such as Boy Scouts, Girl Scouts, Junior Achievement and 4-H offer world of work exploration as a part of their programs. Through cooperative planning, both the school and youth organizations' programs will be enhanced. It is possible that specific students may utilize the programs offered by the youth organizations to gain hands-on experiences with skills required in occupations of interest to them. This activity differs from the other activities in that it is specifically a counselor activity. Results of the counselor's contact with the youth organizations will be utilized in the counselor's work with students and teachers.	1. The counselor will survey the community to discover what youth organizations exist. 2. The counselor will make a personal contact with the leaders of the organization to discuss ways they may mutually benefit the youth of the community. 3. The counselor will use the information and ideas gained in the implementation of the program. 4. The counselor will plan ways of maintaining contact with the youth organizations.	Youth Organization Leaders: work with counselor to coordinate program.

Activity: Consumer Decision Making
Grade Level 10-12

Domain: Basic Studies and Occupational Preparation

Goal 4.3: For individuals to understand the relationship between in-school and out-of-school learning experiences.

Dev. Goal 4.3: For individuals to understand that school classes and activities will relate to their use of time throughout their lives.

Objective 4.32: Individuals will describe how that they learn in school relates to their out-of-school activities.

Overview	Implementation	Role of Others
Consumers of today are required to make more decisions than ever before. The ability to make effective decisions has become a mandatory requirement for consumers. In preparing students for their future, schools must include consumer education in the curriculum. One of the materials currently available for teaching consumer decision making is "Dynamic Consumer Decision Making" published by the J. C. Penney Company, Inc. A purpose of this program is to help students understand that the quality of their lives and environment is affected by their consumer decisions.	1. To prepare for this activity, the counselor will become familiar with the suggested kit as well as other consumer decision making materials. New materials are rapidly becoming available. 2. The counselor will work with the social studies and home economics staff to plan and implement a program of consumer decision making. 3. The counselor will be responsible for supplying additional materials and resources. 4. The counselor, social studies and home economics teachers and students will plan follow-up and evaluation activities. Materials: "Dynamic Consumer Decision Making," J. C. Penney Company, Inc., 1972. "Advertising and Consumer Motivations," J.C. Penney Company, Inc., 1972. "The Consumer Series: Filmstrips "Our Role as Consumers" "Consumers in the Market Place" "Consumers in Action"	Social Studies and Home Economics Teachers: plan, implement and evaluate program with counselor. Community Members: serve as resources by providing speakers and on-site visits.

Resources

The following resources were used in the preceding activities. An annotation of the contents of these resources is provided.

CAREER AWARENESS AND EXPLORATION

Peoria Public Schools
3202 North Wisconsin Avenue
Peoria, Illinois 61603

The aim of Career Awareness and Exploration is to "help the student gain experience and skills necessary to understand himself, his environment, and his relationship to his environment; to relate school subjects to happenings outside the school; to develop socially, culturally and academically; and for eventual employability." It focuses on the teacher as planner and provider of opportunities for experiences. Goal statements are presented and details are given to aid the teacher in organizing study units around the themes of career development and exploration.

DECIDING: A LEADER'S GUIDE

H. B. Gelatt, Barbara Varenhorst, Richard Carey
College Entrance Examination Board, 1972

Deciding: A Leader's Guide "consists of three units that contain activities and exercises designed to present decision-making principles to students that they can apply directly to their life choices." These three units are values, information and strategy. Values deals with such things as a definition of values, clarification of own values and converting values into objectives for use in making decisions. Information aids the student in "learning to find information about each part of the decision and evaluating that information." Strategy deals with "calculating the risks associated with each considered alternative and applying what has been learned to making the decision."

This book may be purchased at a cost of $2.00 per copy from the Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

DEVELOPING UNDERSTANDING OF SELF AND OTHERS

Don Dinkmeyer

"Developing Understanding of Self and Others (DUSO) Kits D-1 and D-2 are programs of activities with accompanying kits of materials, designed to stimulate social and emotional development. DUSO Kit D-1 is organized around themes such as understanding others, understanding choices and consequences, etc. DUSO Kit D-2 focuses on themes such as toward self identity, toward self reliance and toward competence. Both kits utilize such media as records,

story books, tapes, puppets, etc.

Each complete kit costs $95.00 and can be purchased from American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014.

DICTIONARY OF OCCUPATIONAL TITLES, VOLUME I & II

U. S. Department of Labor
U. S. Government Printing Office
Washington, D. C.

Volume I of the DOT contains the numerical classification system for each of the occupations listed. Volume II contains a brief description of these occupations. Included in Volume II is information relating to training time aptitudes, interests, temperments, physical demands, and working conditions for each of the occupations.

DYNAMIC CONSUMER DECISION-MAKING

Career decisions, finding, getting and keeping a job, an introduction to Value Clarification

Educational and Consumer Relations Department
J. C. Penney Company, Inc.
Avenue of the Americas
New York, New York 10019

These are kits put out by the J. C. Penney Company. They include such things as film strips, student worksheets, records, tapes, posters, transparencies, and booklets. "An introduction to value clarification" deals with how the individual thinks about and acts on his personal values. It consists of eight exercises to aid the student in thinking about value-laden choices. "Dynamic Consumer Decision-Making" deals with the value of information in decision-making. The student learns to understand his own decisions, how they affect him and the world around him. "The Career Decisions" kit deals with how to find and keep a job. The student becomes aware of the many influences on his job choice: self, world of work and the many interactions between them. It also deals with various activities involved with the actual obtaining of a job.

ENCOUNTER IN THE CLASSROOM: NEW WAYS OF TEACHING

Elizabeth Holt
New York: Holt, Rinehart and Winston, 1971

This book deals with the use of microlabs in the classroom. Microlabs are activities which foster openness and trust and encourage a sharing and caring atmosphere in the classroom. The book details how to set microlabs up and suggests topics for interaction.

FOCUS ON SELF-DEVELOPMENT

Judith L. Anderson, Carole J. Lang, Virginia R. Scott, Patricia Miner, Melody Henner, Palo Alto: SRA, 1970, 1,2

Focus on Self-Development consists of three kits: Stage One: Awareness, Stage Two: Responding, and Stage Three: Involvement. Stage One: Awareness centers around awareness of self, awareness of others and awareness of environmental influences. Stage Two: Responding is concerned with stimulating active response to the concepts presented. Some of these concepts include abilities and limitations, goals, social influences, etc. Stage Three: Involvement deals with such topics as making pupils aware of their own involvement, helping them accept and understand others better and helping them make decisions concerning their future involvement. All three kits utilize various media such as film strips, cassettes, records and photoboards.

HELPING AND HUMAN RELATIONS, VOLUMES I & II

Robert R. Carkhuff
New York: Holt, Rinehart and Winston, Inc., 1969

"The two volumes of this text attempt to make operational the critical phases of effective human relations, keeping fully in focus the questions of right, responsibility and role in intervening in the life of another person." Volume I deals with selection and training. It includes an examination of the present state of affairs in the helping professions, a model for the development of psychological health and psychotherapy, development of procedures for selecting helpers, the development of training procedures, and a summary and overview.

Volume II deals with practice and research. It includes literature on the current state of affairs in the treatment processes, effective modes of treatment, an inquiry into some issues and problems and a summary and overview.

HOW TO USE CONTINGENCY CONTRACTING IN THE CLASSROOM

Lloyd Homme, Ph.D.
Research Press, 1969

How to Use Contingency Contracting in the Classroom is a programmed learning text. It deals with contingency contracting, a principle to motivate learning in which "conditions are arranged so that the child gets to do something he wants to do following something you want him to do." The book outlines rules and procedures to follow when using the method in the classroom such as contracting and the curriculum, preparation of materials and correcting contract malfunctions.

JOB FAMILY SERIES BOOKLETS

Science Research Associates
359 Erie Street, East
Chicago, Illinois 60611

These booklets group jobs by common factors such as interest and skill. They are aimed at grades 9-Adult and help broaden the student's occupational considerations. Some examples of titles are: agriculture, clerical work, health, performing arts, and technical work. Each booklet is 48 pages.

LIFE CAREER GAME

The Life Career Game is an aid to students in learning the meaning of planning in their lives. It concentrates on the areas of future, education, vocation, family, and leisure. The information used in the game is based on U. S. census data and national surveys. In playing the game, the individual manipulates the life of a hypothetical student in such areas as choosing educational programs, getting married, applying for jobs and experiencing unplanned events.

The game may be purchased at a cost of $6.00 from the Educational Materials Center, Palo Alto Unified School District, 25 Churchill Avenue, Palo Alto, California 94306.

LITTLE MISS MUFFET FIGHTS BACK

Feminists on Children's Media
P. O. Box 4315
Grand Central Station
New York, New York 10017

This is an annotated bibliography of "non-sexist books about girls for young readers." It is divided into fiction and non-fiction sections as well as specific interest areas such as mystery and animal stories. Books for all ages are included.

PEER COUNSELING IN THE SECONDARY SCHOOLS: A COMMUNITY MENTAL HEALTH PROJECT FOR YOUTH

Beatrix S. Hamburg, M. D. and Barbara B. Varenhorst, Ph.D.
American Journal of Orthopsychiatry, 42(4), July 1972, p. 566-581.

"Peer Counseling in the Secondary Schools" is an article dealing with a program to train students, junior high and high school, to help each other with personal problems. The article outlines a rationale for peer counseling, a description of the program, some of the steps of program implementation, the training curriculum for peer counselors and an evaluation of the program.

SCHOOLS WITHOUT FAILURE

William Glasser, M. D.
New York, Harper and Row, Publishers, 1969

"This book applies Dr. Glasser's theories of Reality Therapy to contemporary education." He maintains that today's education is failure-oriented which leads to delinquency or withdrawal on the part of some children. Dr. Glasser has new innovations with which to reach these children. He utilizes discipline, but no punishment, and aims toward positive involvement and individual responsibility. One of his major tools is the use of the class as a counseling group through which growth can be facilitated and problems solved.

SEARCH FOR VALUES: A DIMENSIONS OF PERSONALITY PROGRAM FOR HIGH SCHOOL AND ADULT EDUCATION

Pflaum/Standard
38 West Fifth Street
Dayton, Ohio 45402

"Search for Values is designed to help students sort out their actions and feelings about the world within and around them." This is a kit to aid the student in taking a look at the values he holds, where they came from, and how he can form new ones. It deals with the concepts of time, competition, authority personal spaces, commitment, relationship and images. There are 44 activities involving large and small group discussions, one-to-one experiences, role-playing activities, and keeping a diary.

The Search for Values program costs approximately $45.00 per kit which includes all materials plus 77 spirit masters and a 112 page teacher text. The program is sold as a total package only.

TEACHING FOR CAREER DEVELOPMENT IN THE ELEMENTARY SCHOOL: A LIFE CENTERED APPROACH

Walter Wernick
Worthington, Ohio
Charles A. Jones Publishing Company, 1973

"The book explains what career development entails, why career education activities are necessary in the elementary school, and how plans can be developed within a variety of educational settings." It deals with topics such as designing instructional activities for career development, developing the art of teaching in career education, and evaluating career education and many more. The intent of the book is to stimulate creativity on the part of the teacher. An extensive appendix includes sample forms and various activities which could be utilized in the teaching of career development.

WINKS AND TICKLES, OR A FEW SUGGESTIONS FOR GETTING STARTED

ABLE Model Program
Dr. Walter Wernick
Project Director
Northern Illinois University
DeKalb, Illinois 60115

Winks and Tickles is a manual outlining a process for forming an organizing center. An organizing center is anything around which one can plan a course of study. In this case, the world of work is the focus of the organizing center. The author utilizes a three dimensional framework emphasizing "(1) accessibility: what kinds of materials are available to the learner, (2) accomplishment: what kinds of performance opportunities are open to the learner and (3) mobility: what content areas (subjects) can emerge from this idea?" These three concepts are expanded and comprise the main body of the manual.

References

These references were not used specifically in the development of this guide but may be helpful to you as you develop, install and maintain a comprehensive career guidance, counseling and placement program.

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